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THE COLLEGE CODE OF HONOR.

ADDRESS TO THE STUDENTS OF ANTIOCH COLLEGE, YELLOW SPRINGS, OHIO.

BY HORACE MANN, LL. D., PRESIDENT.

My Young Friends:—My interest in your welfare, not only as present students, but as future men and women, prompts me to solicit your candid attention to the following suggestions. They pertain to a subject upon which teachers and pupils ought always to be in unison, but where they usually are at variance.

In colleges and schools, a sentiment very generally prevails that students ought, as far as possible, to withhold all knowledge respecting the misconduct of their fellow students from faculty and teachers. In many, if not most cases, this sentiment is enacted into what is called a *Code of Honor*: The requisitions of this code, in some places, are merely negative, demanding that a student shall take care to be absent when any wrong is to be committed, or silent when called upon as a witness for its exposure.—Sometimes it goes further, and demands evasion, misrepresentation, or even falsehood, in order to screen a fellow-conspirator or a fellow student from the consequences of his misconduct. Under this doctrine, any one who exposes a violator of college laws, or even an offender against the laws of morality and religion, so that he may be checked in his vicious or criminal career, is stigmatized as an "informer," is treated with contempt and ridicule, and not unfrequently, is visited with some form of wild and savage vengeance.

It is impossible not to see that when such a sentiment becomes the "common law" of a literary institution, offenders will be freed from all salutary fear of detection and punishment. Where witnesses will not testify, or will testify falsely, the culprit, of course, escapes. This security from exposure becomes a premium on transgression. The police of virtuous sentiment

and allegiance to order, being blinded and muzzled, nothing remains to prevent lawlessness from running riot. Thus the "Code of Honor" becomes at once a shield for all dishonorable practices.

Now, in the outset, I desire to allow to this feeling, as we usually find it, all that it can possibly claim under any semblance of justice or generosity. When, as doubtless it sometimes happens, one student reports the omissions or commissions of another to the College Faculty, from motives of private ill-will or malice; or, when one competitor in the race for college honors, convinced that he will be outstripped by his rival, unless he can fasten upon that rival some weight of suspicion or odium, and therefore seeks to disparage his character instead of surpassing his scholarship; or, when any mere tattling is done for any mean or low purpose whatever;—in all such cases, every one must acknowledge that the conduct is reprehensible and the motive dishonoring. No student can gain any advantage with any honorable teacher by such a course. Here, as in all other cases, we stand upon the axiomatic truth, that the moral quality of an action is determined by the motive that prompts it.

But suppose, on the other hand, that the opportunities of the diligent for study are destroyed by the disorderly, or that public or private property is wantonly sacrificed or destroyed by the maliciously mischievous; suppose that indignities and insults are heaped upon officers, upon fellow-students, or upon neighboring citizens; suppose the laws of the land or the higher law of God is broken;—in these cases, and in cases kindred to these, may a diligent and exemplary student, after finding that he cannot arrest the delinquent by his own friendly counsel or remonstrance, go to the Faculty, give them information respecting the case, and cause the offender to be brought to an account; or, if called before the Faculty as a witness, may he testify fully and frankly to all he knows? Or, in other words, when a young man, sent to college for the highest of all earthly purposes,—that of preparing himself for usefulness and honor,—is wasting time, health and character, in wanton mischief, in dissipation, or in profligacy, is it dishonorable in a fellow-student to give information to the proper authorities, and thus set a new instrumentality in motion, with a fair chance of redeeming the offender from ruin? This is the question. Let us examine it.

A college is a community. Like other communities, it has its objects, which are among the noblest; it has its laws indispensable for accomplishing those objects, and these laws, as usually framed, are salutary and impartial. These laws are for the benefit of the community, to be governed by them; and without the laws and without a general observance of them, this community, like any other, would accomplish its ends imperfectly—perhaps come to ruin.

Now, in any civil community, what class is it that arrays itself in opposition to wise and salutary laws? Of course, it never is the honest, the virtuous, the exemplary. They regard good laws as friends and protectors. But horse-thieves, counterfeiters, defrauders of the custom-house or post-office,—these, in their several departments, league together, and form

conspiracies to commit crimes beforehand and to protect each other from punishment afterward. But honest farmers, faithful mechanics, upright merchants, the high-toned professional man,—these have no occasion for plots and perjuries; for they have no offences to hide and no punishments to fear. The first aspect of the case, then, seems to show the paternity of this false sentiment among students. It was borrowed from rogues and knaves and peculators and scoundrels generally, and not from men of honor, rectitude and purity.

When incendiaries, or burglars, or the meaner gangs of pickpockets are abroad, is not he by whose vigilance and skill the perpetrators can be arrested and their depredations stopped, considered a public benefactor? And if we had been the victim of arson, housebreaking, or pocket-picking, what should we think of a witness who, on being summoned into court, should refuse to give the testimony that would convict the offender? Could we think anything better of such a dumb witness than that he was an accomplice and sympathized with the villany? To meet such cases, all our courts are invested with power to deal with such contumacious witnesses in a summary manner. Refusing to testify, they are adjudged guilty of one of the grossest offences a man can commit, and they are forthwith imprisoned, even without trial by jury. And no community could subsist for a month if everybody, at his own pleasure, could refuse to give evidence in court. It is equally certain that no college could subsist, as a place for the growth of morality, and not for its extirpation, if its students should act, or were allowed to act, on the principle of giving or witholding testimony at their own option. The same principle, therefore, which justifies courts in cutting off recusant witnesses from society, would seem to justify a College Faculty in cutting off recusant students from a college.

Courts, also, are armed with power to punish perjury, and the law justly regards this offense as one of the greatest that can be committed. Following close after the offense of perjury in the courts, is the offense of prevarication or falsehood in shielding a fellow-student or accomplice from the consequences of his misconduct. For, as the moral growth keeps pace with the natural, there is infinite danger that the youth who tells falsehoods will grow into the man who commits perjuries.

So a student who means to conceal the offense of a fellow-student or to divert investigation from the right track, though he may not tell an absolute lie, yet is *in a lying state of mind*, than which many a sudden, unpremeditated lie, struck out by the force of a vehement temptation, is far less injurious to character. A lying state of mind in youth has its natural termination in the falsehoods and perjuries of manhood.

When students enter college, they not only continue their civil relations as men, to the officers of the college, but they come under new and special obligations to them. Teachers take on much of the parental relation toward students, and students much of the filial relation towards teachers. A student, then, is bound to assist and defend a teacher as a parent, and a teacher is bound to assist and defend a student as a child.

Now, suppose a student should see an incendiary, with torch in hand, ready to set fire to the dwelling in which I and my family are lying in unconscious slumber, ought he not, as a man, to say nothing of his duty as a student, to give an alarm that we may arouse and escape? I think I might put this question to anybody but the incendiary himself, and expect an affirmative answer. But if vices and crimes should become the regular programme, the practical order of exercises in a college, as they would to a great extent do, if the vicious and profligate could secure impunity, through the falsehoods or voluntary dumbness of fellow-students; then, surely, all that is most valuable and precious in a college would be destroyed in the most deplorable way; and, for one, I would a hundred times rather have an incendiary set fire to my house, while I was asleep, than to bear the shame of the downfall of an institution under my charge, through the misconduct of its attendants. And in the eyes of all right-minded men, it is a far lighter offense to destroy a mere physical dwelling of wood or stone than to destroy that moral fabric, which is implied by the very name of an Educational Institution.

The student who would inform me, if he saw a cut-purse purloining the money from my pocket, is bound by reasons still more cogent, to inform me, if he sees any culprit or felon destroying that capital, that stock in trade, which consists in the fair name or reputation of the College over which I preside.

And what is the true relation which the protecting student holds to the protected offender. Is it that of a real friend, or that of the worst enemy? An offender, tempted onward by the hope of impunity, is almost certain to repeat his offense. If repeated, it becomes habitual, and will be repeated not only with aggravation in character, but with rapidity of iteration; unless, indeed, it be abandoned for other offenses of a higher type. A college life filled with the meanness of clandestine arts; first spotted, and then made black all over with omissions and commissions, spent in shameful escapes from duty, and in enterprises of positive wrong not less shameful, is not likely to culminate in a replenished, dignified, and honorable manhood. Look for such wayward students, after twenty years, and you would not go to the high places of society to find them, but to the gaming house or prison, or some place of infamous resort; or, if reformation has intervened, and an honorable life falsifies the auguries of a dishonorable youth, no where will you hear the voice of repentance and sorrow, more sad, or more sincere, than from the lips of the moral wanderer himself. Now let me ask, what kind of a friend is he to another, who, when he sees him just entering on the high road to destruction, instead of summoning natural or official guardians to save him, refuses to give the alarm, and thus clears away all the obstacles, and supplies all the facilities for his speedy passage to ruin?

If one student sees another just stepping into deceitful waters, where he will probably be drowned; or, proceeding along a pathway, which has a pit-fall in its track, or a precipice at its end, is it not the impulse of friend-

ship to shout his danger in his ear? Or, if I am nearer than he, or can for any reason more probably rescue the imperilled from his danger, ought he not to shout to me? But a student entering the outer verge of the whirlpool of temptation, whose narrowing circle and accelerating current will soon engulf him in the vortex of sin, is in direr peril than any danger of drowning, of pit-fall, or of precipice; because the spiritual life is more precious than the bodily. It is a small thing to die, but a great one to be depraved. If a student will allow me to co-operate with him to save a fellow-student from death, why not from calamities which are worse than death? He who saves one's character is a greater benefactor than he who saves his life. Who then is the true friend, he who supplies the immunity which a bad student *desires*, or the saving warning or coercion which he *needs?*

But young men are afraid of being ridiculed, if they espouse the side of progress, and good order as one of the essentials to progress. But which is the greater evil, the ridicule of the wicked, or the condemnation of the wise?

> "Ask you why Wharton broke thro' every rule?
> 'Twas all for fear that knaves would call him fool."

But the student says, suppose I had been the wrong doer, and my character and fortunes were in the hands of a fellow student, I should not like to have him make report, or give evidence against me, *and I must do as I would be done by.* How short-sighted and one-sided is this view! Suppose you had been made, or were about to be made the innocent victim of wrong-doing, would you not then wish to have the past injustice redressed, or the future injustice averted? Toward whom, then, should your golden rule be practised,—toward the offender, or toward the party offended? Where a wrong is done, every body is injured,—the immediate object of the wrong, directly; every body else, indirectly,—for every wrong invades the rights and the sense of safety which every individual, community or body politic, has a right to enjoy. Therefore, doing as we would be done by, to the offender, in such a case, is doing as we would not be done by to every body else. Nay, if we look beyond the present deed, and the present hour, the kindest office we can perform for the offender, himself, is to expose, and thereby arrest him. With such arrest, there is great chance that he will be saved; without it there is little.

Does any one still insist upon certain supposed evils incident to the practice of students giving information of each others' misconduct? I reply, that the practice itself would save nine-tenths of the occasions for informing, and thus, the evils alleged to belong to the practice would be almost wholly suppressed by it.

But again; look at the parties that constitute a College. A Faculty is selected from the community at large, for their supposed competency for teaching and training youth. Youth are committed to their care, to be taught and trained. The two parties are now together, face to face:—the

one ready and anxious to impart and to mould; the other in a receptive and growing condition. A case of offense, a case of moral delinquency—no matter what—occurs. It is the very point, the very juncture, where the wisdom, the experience, the parental regard of the one, should be brought, with all its healing influences, to bear upon the indiscretion, the rashness, or the wantonness of the other. The parties were brought into proximity for this identical purpose. Here is the *casus fœderis*. Why does not one of them supply the affectionate counsel, the preventive admonition, the heart-emanating and heart-penetrating reproof; perhaps even the salutary fear, which the other so much needs;—needs now, needs to-day, needs at this very moment;—needs as much as the fainting man needs a cordial, or a suffocating man air, or a drowning man a life-preserver? Why is not the anodyne, or the restorative, or the support given? Skillful physician and desperate patient are close together. Why, then, at this most critical juncture, does not the living rescue the dying? Because a "*friend*," a pretended "FRIEND," holds it as a point of honor, that when *his* friend is sick, sick with a soul disease, now curable, but in danger of soon becoming incurable, he ought to cover up his malady, and keep the ethical healer blind and far away!

Such is the whole philosophy of that miserable and wicked doctrine, that it is a *Point of Honor* not to "report,"—though from the most humane and Christian motives,—the misconduct of a fellow-student, to the Faculty that has legitimate jurisdiction over the case, and is bound by every obligation, of affection, of honor, and of religion, to exercise that jurisdiction, with a single eye to the good of the offender and of the community over which they preside.

THE DISTANCE OF THE SUN FROM THE EARTH INCREASING.—The German journals have given some tables which proves that the distance between the earth and the sun is increasing annually, and argue from it that the increasing humidity of our summers and the loss of fertility by the earth, are to be attributed solely to this circumstance.

No credit has heretofore been given to tradition of ancient Egyptians and Chinese, according to which these people formerly said the sun's disc was almost four times as large as we now see it, for they estimated the apparent diameter of the sun as double of what it is seen in our day.

If, however, we pay attention to the continued dimunition of the apparent diameter of the sun, according to the best observations of several centuries, we must suppose that the ancients were not mistaken in the estimates they have transmitted to us.

In the course of six thousand years from the present time, they assume that the distance will be so great that only an eighth part of the warmth we now enjoy from the sun will be communicated to the earth, and it will then be covered with eternal ice in the same manner as we now see the plains of the north where the elephant formerly lived, and have neither spring nor autumn.—*N. Y. Teacher.*

From the Massachusetts Teacher.

THE STUDY OF READING LESSONS.

This habit of careful study should, if possible, be formed in childhood or early youth, and to the teacher is entrusted, in a great degree, the responsibility of its formation. May it not be done in a way most pleasant to ourselves and to our pupils, and without interfering with the discharge of other duties? Experience convinces me that it is possible; and at the request of a friend, who has approved my plan and rejoiced in its success, I write a brief account of it, with the hope that it may prove of some benefit to others.

Before adopting it, I had often observed with regret, that the reading lessons were regarded by my pupils with little interest. They would come with bright, animated faces to their recitations in history, geography, grammar, and arithmetic; but the appearance of the reading book was the signal for languor and restlessness. Especially was this the case when the lesson assigned had been read more than once. The charm of novelty was gone, and none other remained. They were often eager to leave it for one with which they were less familiar, while yet unable even to read the former with correct expression. For a long time I was greatly troubled by their indifference, and endeavored, in various ways, to give interest to the lesson; gradually I was led to adopt the mode of procedure which I will presently describe.

The reading-book used by the more advanced of my pupils—girls from twelve to fifteen years of age—contains many excellent selections; and from among these I chose a number which I deemed worthy of careful study. I examined each one, and ascertained how much labor it would require to be able to give a grammatical analysis of the sentences, and express their meaning in other words; to explain the historical allusions; and to describe the people, places, and productions of foreign lands, when these were mentioned in the passages studied. Sometimes a single paragraph of a sketch or essay, or two or three stanzas of a poem, would require all the time we could devote to the exercise in one day; sometimes we could easily and profitably take more; but always I endeavored to assign as nearly as possible that which would demand industry and effort, yet could be prepared without difficulty.

It was pleasant to see the eagerness with which they searched encyclopædias, gazetteers, and dictionaries; to answer their intelligent, thoughtful questions; and to give a clue to guide them out of their perplexities. The class which has recently left the school under my care, for one of a higher grade, entered with peculiar interest and delight into this kind of study; and to illustrate my plan more fully, I will, with your permission, bring them before you.

Imagine then a class of sixteen or eighteen girls, ready to begin their

recitation, their reading-books open at a description of the river Nile. One of them reads as follows: —

"For many an hour have I stood upon the city-crowning citadel of Cairo, and gazed unwearedly upon the scene of matchless beauty and wonder that lay stretched beneath my view — cities and ruins of cities, palm forests and green savannas, gardens, and palaces, and groves of olive. On one side, the boundless desert with its pyramids; on the other, the land of Goshen, with its luxuriant plains, stretching far away to the horizon. Yet this is an exotic country. That river winding through its paradise, has brought it from far regions unknown to man. That strange and richly varied panorama has had a long voyage of it! Those quiet plains have tumbled down the cataracts; those demure gardens have flirted with the Isle of Flowers, five hundred miles away; and those very pyramids have floated down the waves of the Nile. In short, to speak chemically, that river is a solution of Ethiopia's richest regions, and that vast country is merely a precipitate."

After analyzing the sentences and defining the more important words, various questions are asked. For example: Give some account of Cairo? What is a pyramid? Describe the Egyptian pyramids? What do you know of the land of Goshen? What is an exotic, and what is meant by an exotic land? In what form did those plains come down the cataracts? Give us some account of the cataracts of the Nile. How were those vast pyramids floated down the river. "In short, to speak chemically, that river is a solution of Ethiopia's richest regions, and that vast country is merely a precipitate." Explain this sentence? What is it to speak *chemically?* What is a solution and a precipitate? Why is it correct to use such terms here?

Another paragraph describes the annual inundation of the Nile: —

"The stream is economized within its channel until it reaches Egypt, when it spreads abroad over the vast valley. Then it is that the country presents the most striking of its Protean aspects: it becomes an archipelago, studded with green islands, and bounded only by the Libyan Hills and the purple range of the Mokattan Mountains. Every island is crowned with a village or an antique temple, and shadowy with palm-trees or acacia groves. Every city becomes a Venice, and the bazaars display their richest and gayest cloths and tapestries to the illuminations that are reflected from the streaming streets."

Many interesting questions are here suggested. What are *Protean* aspects, and why so called? Where are the Libyan Hills and the Mokattan Mountains? Describe an Arab village — an ancient Egyptian temple — a palm tree — an acacia. Give some account of Venice. How does every city become a Venice? What is a bazaar?

We followed the study of "The Nile" with that of the poetical "Address to the Mummy in Belzoni's Exhibition." The manner of treating the first stanza will show the way in which the whole was studied.

"And thou hast walked about — how strange a story!
In Thebes's streets, three thousand years ago;

When the Memnonium was in all its glory,
And time had not begun to overthrow
Those temples, palaces, and piles stupendous,
Of which the very ruins are tremendous."

The class are asked if they know anything of the author of these lines, and of the traveller Belzoni; and having stated such facts as they have been able to procure respecting them, one is called upon to explain the first words of the poem.

"And thou hast walked about." The writer speaks as if the mummy were actually before him, while writing. Do you think that this was the case? Lucy may answer.

"I suppose that he wrote the poem after returning from a visit to the exhibition, but remembered so perfectly how it looked, that he seemed still to be where he could see it."

Has any one a different opinion? Maria, you may give yours.

"I think that he might have composed a part, at least, of the poem while at the exhibition, and then have written it after returning home."

"How strange a story!" Harriet may tell why it was strange.

"Bodies usually decay in a short time, but this body had lasted thousands of years, owing to its having been embalmed. It seemed very strange to look at it, and remember that so many years had passed away since it was alive, and yet it looked as it did when it used to walk through the streets of Thebes."

Alice, you may give some account of Thebes.

"Thebes was anciently the capital of Egypt. It is not known when it was founded, but the time of its greatest prosperity was, probably, when David and Solomon reigned in Judea. Its ruins are wonderful. They extend seven or eight miles on both sides of the Nile, from each bank to the enclosing mountains. The most remarkable are the temple of Karnac, the palace of Luxor, and the Memnonium. The mountains are pierced with tombs, many of which are richly adorned with paintings and sculptures."

The Memnonium is mentioned in the next line. Helen may tell us what she knows about it.

"The Memnonium was the temple-palace of Rhamses the Great. Its ruins show that it must have been a most beautiful specimen of architecture. There is in its grand hall a double row of pillars, crowned with capitals resembling the bell-shaped lotus flowers. These are very large and of solid stone, but the light and graceful shape of the flower is perfectly imitated. In the outer Court, the fragments of an immense statue lie around its pedestal. Once it must have weighed nearly nine hundred tons; and the head was so large that although several millstones have been cut out of it, its size does not appear to have been lessened."

Emma may explain the next three lines.

"Time is here compared to a giant of such immense strength that he could throw down the magnificent palaces and temples that had been built with so

much labor. But when the mummy was a living man, they were in all their splendor — Time had not even begun to destroy them."

It is proper for me to say, as I conclude, that I have no desire that such a study of reading lessons should take the place of practice in elocution. I am aware that some time must be given to this alone; but the frequent or occasional study of reading lessons in this manner, will, I think, be attended with two advantages. Our pupils will read them far better, for they will have a more genial sympathy with the writer, and a more intelligent perception of his meaning. At the same time, they will form a habit which will be of indescribable benefit to them in after life — the habit of comparing different views and statements, of trying an author by the great eternal standard of Truth, and of earnestly questioning the Past, the Present, and the Future.

A. A. H.

From the Indiana School Journal.

SCHOOL VISITATIONS.

No complaint is more common from teachers, than that "parents will not visit the school." Every teacher knows the great influence of parental visits upon the general interest of the school: hence he feels an anxiety to have what he rarely gets. "How shall I get parents to visit the school?" is frequently asked; "not one has called during the quarter." And one principal of a Seminary stated publicly, on examination day, that not more than three parents had visited it during the year.

The indifference of parents and citizens is a great fault, and much to be regretted, and teachers should set themselves to work to change the habit. The question is asked, *how* can it be done? Like everything else of importance, by hard work and well directed skill.

Experience of some ten years in Public Graded Schools proves to me that the thing is not only possible, but comparatively easy to be attained.

When anything is to be brought about, a teacher should lay his plans carefully, and when formed, steadily execute them.

First, a teacher must waken up his scholars, excite them in their studies, and get up a pride for the school. If he cannot do this, he can never reach the community, and had better give up all hopes of success.

If he can succeed in arousing the ambition and energy of his pupils, he may feel confident of succeeding in getting out the parents. After the teacher has created interest among his pupils, let him see the directors and some other prominent men in his district or town. Get their promise to be present at school on an appointed day, invite every parent that he sees to visit the school at that time, give general notice to the scholars that directors, clergy, and parents are coming. Let them be prepared with extra exercise of interest, brisk and varied, such as declamations, concert recita-

tions, and readings, mental arithmetic or geography, and whatever else the age of the pupils will admit of. When the time comes, go through with all the exercises that were prepared. Some will be present, perhaps but few, but a beginning has been made; you have set the people to *talking about* the *school, favorably*. Appoint another day for similar exercises, and urge all to be present. You have but to tax the ingenuity to vary the exercises, and the skill to interest pupils, to secure the attention of every parent.

The teacher who never or rarely sees parents in school, may charge himself with 95 per cent. of the blame for it, and has only to try the experiment suggested, to be convinced of the fact. But few parents will attend merely from a sense of duty. They must be *interested* when they visit, and when pleased, they will not fail to attend, and induce others to accompany them. To teach an efficient school, requires energy, skill, and learning. These, properly directed, will enable any one of ordinary perseverance to succeed; without them, he ought not to engage in a work so important, involving the present and future interest of immortal beings. J. H.

SCHOOLS IN SWEDEN.

GYMNASTICS.

There are two respects in which the Swedish school system is far superior to ours.

One is in the universal teaching of *gymnastic exercises*. Every school-building has its large, high room, with earthen or matted floor, and all sorts of implements for developing the muscles—ladders, poles, wooden horses, cross-bars up to the roof, jumping-places, ropes for swinging, knotted ropes for climbing, &c. The scholars are not allowed to exercise on what they wish, but there is a regular, scientifically-arranged system. They are trained in squads, and move and march, sometimes to music, at the word of command.

At a large public school in Stockholm, I saw the lads in their noon lessons at gymnastics. The teacher gave the word, and a dozen sprang out toward a tall pole with cross-bars, and clambering up it, each hung with his legs, then, at the word all together dropped their heads backward and hung by the feet and ankle, then again recovered and let themselves down. Another party, one after the other, squirmed up a naked mast; another pulled themselves up hand over hand on a knotted rope; others, in succession, played leap-frog over a wooden horse; then they marched to the beat of the drum. The smaller or weaker boys begin with the lowest grade of exercise, and follow up, according to a scientific system, arranged for health. They all seemed to go into it with the greatest relish, and showed well-trained muscular power. I could not but conclude that the superior *physique* of the Swedish men is not entirely due to climate. When will America learn that health and strength have their unescapeable laws? — *N. Y. Tribune.*

RULES FOR TEACHERS.

1. From your earliest connection with your pupils, inculcate the necessity of *prompt* and *exact* obedience.

2. Unite firmness with gentleness,—and let your pupils understand that you *mean* exactly what you *say*.

3. Never promise anything, unless you are quite sure you can give all you promise.

4. Always punish a pupil for willful disobedience, but never punish with undue severity, nor in anger.

5. Never let your pupils see that they can vex you, or make you lose your self-command.

6. If pupils are under the influence of an angry or petulant spirit, wait till they are calm, and then reason with them on the impropriety of their conduct.

7. Never yield anything to a pupil because he looks angry, or attempts to move you by threats and tears. Deal mercifully but justly, too.

8. A little present punishment, when the occasion arises, is more effectual than the threatening of greater punishment, should the fault be repeated.

9. Never allow your pupils to do at one time, what you have forbidden, under like circumstances, at another.

10. Teach the young to feel that the only sure and easy way to *appear* good is to *be* good.

11. Never allow tale-bearing.

12. If a pupil abuses your confidence, make him feel, for a time, the want of it.

13. Never allude to former errors when real sorrow has been evinced for having committed them. Treat the truly repentant with special kindness.

14. Encourage in every suitable way a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity and courteousness.

15. Never speak in a scolding and fretful manner, but use tones of gentleness.

16. Strive to convince your pupils that you are their true friend and will do them good.—*Northend's Teacher and Parent.*

FEELING HIS RESPONSIBILITY. — The Prussian School Counsellor Dinton nobly said, "I promised GOD that I would look upon every Prussian peasant child as a being who could complain of me before GOD, if I did not provide him the best education as a man and a Christian, which it was possible to provide."

THE FIFTIETH BIRTH-DAY OF AGASSIZ, THE NATURALIST.

MAY 28, 1857.

FROM DWIGHT'S JOURNAL OF MUSIC.

[The following lines (as one will hardly need be told) are by Longfellow, and were read among friends at a birth-day dinner, which they will long keep in fresh remembrance.]

IT was fifty years ago,
In the pleasant month of May,
In the beautiful Pays de Vaud,
A child in its cradle lay.

And Nature, the old nurse, took
The child upon her knee,
Saying: "Here is a story-book
Thy father has written for thee."

"Come, wander with me," she said,
"Into regions yet untrod;
And read what is still unread
In the manuscripts of God."

And he wandered away and away,
With Nature, the dear old nurse,
Who sang to him night and day
The rhymes of the universe.

And whenever the way seemed long,
Or his heart began to fail,
She would sing a more wonderful song,
Or tell a more marvelous tale.

So she keeps him still a child,
And will not let him go,
Though at times his heart beats wild
For the beautiful Pays de Vaud;

Though at times he hears in his dreams
The Ranz des Vaches of old,
And the rush of mountain streams
From glaciers clear and cold;

And the mother at home says "Hark!
For his voice I listen and yearn;
It is growing late and dark,
And my boy does not return!"

A FEW WORDS TO THE TEACHERS OF OUR SUMMER SCHOOLS.

As the season approaches for the commencement of our summer schools, we desire to call the attention of those who are to teach, to a few points. It is presumed that such have already qualified themselves for their high calling, so far as relates to the requirements of the law. But, in order that their efforts may be crowned with success, and that they may accomplish the greatest amount of good, we would urge upon their attention the following considerations:

1. *Strive, from the beginning, to make your school pleasant and profitable.* Let your pupils see and feel that your heart is in your work; that you wish to do them good. To this end, always wear a cheerful countenance, and do what you can to make every exercise pleasant and attractive.

2. *Have order.* Without good discipline, you cannot hope to accomplish much; indeed, with inefficient or lax discipline, your school may prove an injury and not a blessing. "Order is heaven's first law;" and earth and the school-room are nearest like Heaven when under the most perfect influence of the law of order. Therefore, aim to have system and order. Have but few rules, and see that they are reasonable and that they are implicitly and promptly obeyed. Strive to make every lesson so interesting that it will secure attention, and never proceed with a recitation, unless the school is orderly, and the class intent on the exercise of the hour.

3. *Insist on neatness.* Habits of personal cleanliness and of neatness in the school-room will do much to secure order. Hence do what you can to promote right feeling and action in this direction. Encourage your pupils to come into the school-room with tidy apparel, and with face and hair in proper condition, and be sure not to allow them to make the floor a substitute for a spit box. Neatness and order are twin sisters. They thrive best together; and, often, when separated, they languish and die. Therefore, cherish both. They will greatly help each other, and together, will much assist you and make your labors light and attractive.

4. *Manifest a kindly interest in the little ones under your charge.* Make them feel that you are their friend, and that you wish to do them good. Remember that every hour of the day you are making impressions upon living, growing material. Let those impressions be right. Let them all tend to mould the little ones into the likeness of perfect men and women.

5. *Instil into the minds of your pupils correct views as to the objects for which they attend school.* If possible, cause them to feel that they come to learn those things which will make them wiser, better, happier, and more useful. Tell them that diligence and order will do much to elevate them and prepare them for the business of life, and that they cannot hope for success without them.

6. *Strive, daily and hourly, to inculcate good moral lessons.* Teach your pupils that if they must be happy, they must be good. Teach them lessons

of love, of kindness, of patience, of cheerfulness, of charity. Teach them to speak pure words, to think pure thoughts, to perform pure acts. Cause them to feel that the eye of God is ever upon them, and that they are dependent upon Him for life and all of life's blessings and privileges.

7. *Do what you can to interest parents, and induce them to visit your school.* As often as may be convenient, visit the parents at their homes, and invite them to call at the school. No school can be, in the highest degree, successful, unless the three great parties,—teacher, pupils and parents,—feel and manifest the right spirit. Therefore feel that it is a part, and an important part, of the mission of the true teacher, to labor for the promotion of a right feeling and right action on the part of pupils and parents. Labor constantly, labor earnestly, labor judiciously, labor cheerfully, and in due time "if you faint not," you will reap your reward.—*Connecticut School Journal.* C.

From the New York Teacher.

TEACHER'S SALARIES.

In our own experience hitherto, we have not found increase of salary, however desirable for every man of whatever business, to be productive of a more plethoric state of the pocket, *except* when certain principles of laying out money have been adopted. If men choose to spend their funds for whatever the impulse of the moment may dictate, it matters little whether their salary be $400 or $800; for in every position of life, the higher the rewards, the greater the opportunity to disburse without reference to the future. If strict rules be laid down at the outset, and *lived up to* through the year, then the greater the salary, the greater is the amount available for the future. Teachers are proverbially a poverty-stricken set; they start poor, they continue poor, and so far as we know, they die poor. Indeed, a teacher who should have cleared five thousand dollars by long industry in his profession, would be a standing marvel—especially from our public schools. But is five thousand dollars too much for an educated professional man to hope for as the result of twenty or twenty-five years of devoted attention to his business?

If we can hint at any means by which so desirable an amount may be secured, whether by showing directly how it may be acquired, or indirectly by giving causes why it is not acquired, our intention will have been accomplished.

But before we open upon this, let us offer one word to a class of teachers whom we have purposely avoided in our former papers on this subject. There are many working in our broad state for the *means* of obtaining that of which poverty, hitherto, has prevented the enjoyment—a complete mind-culture, so far as the schools can give it. There is many a maiden working

in the wayside school-house for little reward, who purposes from her savings to collect enough for a course at the Normal Halls, that then she may go forth on her life-mission of doing good, *prepared* for its duties as an intelligent, noble-hearted woman. We honor all of them; and on these *Teacher* pages would bid them "God speed." May the change from the lowest rank —at one dollar per week and board around—to the highest, at $800 per annum, which we believe is near the limit for female teachers, be speedy; for we *need* them, disciplined by just such toil, to help *us* along.

There is many a youth, too, struggling on in doubt and in darkness, with a firm resolve to become a *man*, equal in scholarship to the best in the land. We would grasp the brave hands and acknowledge even the brave hearts of *such* teachers, laboring with Christ-like ardor for their charge, and striving daily to become more full of the *power* for effecting good in the world, either as teachers of youth or teachers of men. We need not tell *them* to save their dimes, for amid the *scorn* and *reproach* of the *present* they can see in the misty future a time when these shall be changed to words of trust and confidence. All honor, we say, to the youth or maiden, thus working in our profession, and developing in themselves and in others that noble thing which men call *character*. Gentle words come not often to them now, but they *shall* come hereafter.

And now, why don't teachers as a class, succeed in laying up a little money, or how can they do it? That's the question before us, interesting to all, *unprofitable* to none.

1. *Teachers change their places too often.* If a storm is imagined in the distance, they are ready to run before it, as if they could find a place where no storms shall come. Brother pedagogue, you can't do that in this world; and this world is where your services are more peculiarly needed just now. If your place is a "hard" one, so much the more need exists of a true-hearted, resolute man to make it easy. If your salary is small, make yourself a *necessity* to the place, and it will be made larger. Teachers should never despair, while one supporter remains firm. Storms do not last forever, and there is glory in *overcoming* all the obstacles of ignorance and superstition, rather than in turning from the way dismayed, downcast, cowardly. Heed Carlyle's rough words: "Who is he that says there is a lion in the way? Sluggard! thou must slay the lion then; the way has to be traveled."

Besides, if a small salary won't sustain life, how will it be with none at all? We believe that teachers are more likely to be called to good posts from poor ones, than from idleness. Trustees, have found it better to get those who have a heart which *compels* them to *work*, rather than those having hearts indifferent to labor. Above all, we think that too many teachers keep poor by just working long enough in a place to obtain enough funds for carrying themselves away, and then spend that little amount in finding another spot for another toiling hour. We appeal to the experience of half the teachers who read these pages to sustain this position. One great remedy then is *stick to your work*. The tradesman must do it for success; the lawyer must do it; the physician must do it; the farmer, the clergyman,

the teacher—all must *stick to their work* in order to succeed in making a living, and in saving for the coming years.

2. *Teachers are too fond of traveling.* We know that the breadth of vision which traveling secures is eminently desirable for those whose very profession is apt to make small things appear great, and we would join most heartily in securing such a sum as would satisfy the desire of the eye for seeing, and of the ear for hearing. But as things are in our times it is impracticable. Is it not *true*, as we have charged, that teachers like traveling too well for their pocket's interest? Do we not always hear the question as soon as vacation begins, "Where are you going this vacation?" But railroads are not saving banks, except for stockholders; and first class hotels—professional teachers will use no others—are expensive not only to their proprietors for the mirrors and the furnishings, but to the guests for the enjoyment thereof. If teachers would make money they must be keepers at home. They must *believe* in Chicago, and the prairies; they must exercise more faith in the *Geography* and in Bayard Taylor's travels. Young teachers must remember that the fifty dollars of a vacation trip, if put at interest will be fifty dollars still, but if invested in railroad tickets will cease to be their own forever. It is hard to cut off this great joy of traveling, but it *must be cut off* for the first few years of life, if the last would be made comfortable from the teacher's stipend.

3. *Avoid all accounts at dry goods or at book stores.* If you *must* have them, cast them up every week, to be certain they are not growing too rapidly. We suppose that most teachers will call that parsimony which Dr. Franklin would call economy; but it may be remembered that Dr. Franklin made money and teachers don't. Speaking of books—the question occurs as to the library of the teacher. We suspect that our professional brethren are not usually, as a class, quite select enough in their books. It is *so* pleasant at the close of a hard day's work to take some light book and content one's self with its prettily turned phrases, instead of turning to some of the world's master spirits, whose thoughts in rough garb demand an *effort* of the weary mind. Yet, because we believe that teacher is useless, who has ceased himself to grow in mental strength, we would lift up our voice against the cessation of toil when school hours are past. The teacher's library need not for the first five years grow *fast*, but it *should* grow well. A few dollars rightly expended will secure many great thoughts, and thus the mind and the pocket become "harmoniously developed." Our modern wiseacres will pardon the desecration of their favorite phrase, but it expresses an idea in this connection worthy of their attention.

In conclusion, let us say, if teachers can not be economical without being miserly, they ought to prefer remaining in poverty. A stingy old schoolmaster is the meanest object in Christendom, as a provident, broad-souled, heaven-working schoolmaster is one of the noblest; but the thought of the great Dr. Arnold—that big-hearted teacher and earnest man—is not an unnatural one: "Depend upon it, *the comfort of an income already secured is great, when a man feels at all unwell.*"

Gibbon, at the close of his great work, informs the reader thereof that it was first conceived "among the ruins of the capital." Although it may appear presumptuous, yet we would fain shelter ourself under his great example for stating that the idea of these articles was first conceived "among the ruins of *our capital.*" It chanced that we counted the cost of living, the other day, for the ensuing year, being surprised at the limited stock of "the ready" on hand as the result of the present; and having carefully concluded every probable expense to which we shall be subjected, and having subtracted the sum from the salary we expect in due time to give our receipt for, we were overjoyed to find a balance in our favor of—$6.81. Determined on securing such an unprecedented result, we also proceeded to strengthen our position by writing an article on the propriety of economy in *all* teachers, hoping thereby to induce sundry others of our "cloth" to commence getting rich at the same time. Brothers, let's try it three years, and see what comes of it!

Superintendent's Department.

DISTRIBUTION OF DICTIONARIES.

For a few months past, I have been subjected to harsh and severe criticism from certain sources, for what has been termed official neglect and delinquency, with respect to the distribution of Dictionaries, purchased by the State. At one time, report even went so far as to say, that in some strange manner five or six hundred of said Dictionaries had disappeared, which would account for non-distribution to certain localities.

The following correspondence is respectfully submitted as furnishing all the explanation that is required:

Milwaukee, May 11, 1857.

S. M. Booth, Esq.:

Dear Sir:—On arriving in your city this evening, my attention was called to an editorial in your daily issue of this date, reflecting upon my fidelity, if not my integrity, as a public officer. I grant that the work of distribution of Dictionaries, to which your article refers, may have seemed tardy—unreasonably so; but a simple statement of facts will show that my duty has been faithfully performed so far as circumstances would permit.

Immediately on the arrival of the Dictionaries in Milwaukee, the distribution of them was commenced through Messrs. Gardiner & Hibbard, who promptly forwarded as fast and as far as they could find conveyance. This done, they addressed letters to the Registers of counties not supplied, requesting information as to the manner in which the Dictionaries should be sent them; and in every case an order in reply received immediate attention.

This was done, and charges pre-paid, though the Legislature had neglected to make provision for such purpose.

In relation to the balance of Dictionaries, remaining on hand in one of the Warehouses of this city—they were promptly ordered to be forwarded to Madison on the receipt of the Resolution of request from the Senate. And I am assured by Messrs. Elmore Bro. & Co., that they were sent forward at the earliest practicable period after receiving my order.

One other explanation,—the order to the warehouseman in Madison was, not to deliver two certain boxes of Dictionaries—the only ones then in store at that place—as the county for which they were sought to be obtained by an ungentlemanly demand, had already been supplied.

My long absence from the State by reason of the protracted and dangerous illness of my wife, must be my excuse for not correcting the misapprehension above alluded to, and availing myself of the presence of members of the Legislature for further distribution.

A. CONSTANTINE BARRY.

Milwaukee, May 11, 1857.

Hon. A. C. Barry—

Dear Sir:—My attention has been called to an article in the *Free Democrat* of yesterday's date, reflecting somewhat upon your fidelity and promptness in the distribution of Dictionaries for the several districts throughout the State. In justice to yourself, I will state that the Dictionaries were received by Gardiner & Hibbard, from Messrs. Merriam, of Massachusetts, some time during the early fall of 1855. Previous to the receipt of them, we had made arrangements with you for their distribution. On their arrival, we at once commenced distributing them to the several counties so far as we were able. Many of the counties were so far removed from any steamboat or railroad communication, that we were unable to forward to them. In every instance where this was the case, we wrote to the Register of the County, requesting him to advise us as to the best method of sending the books, or to send an order by some team that might be coming to Milwaukee, and we would forward them at once. So far as your duty was concerned in the distribution, I believe it to have been faithfully performed, and that no blame whatever can be attached to you, as all was done that could be, and the Dictionaries were sent forward as fast as was possible.

Respectfully, your obedient servant,

E. L. H. GARDINER.

It may be well to state here, by way of further explanation, that of the nearly three thousand districts reported to the Department, all, save two hundred and twenty-six, had Dictionaries forwarded them between the first days of October, 1855, and of February, 1856. Why these were not furnished has been explained.

A second distribution will be made, and all unsupplied districts furnished with Dictionaries as soon as full returns have been received from the several counties.

A. CONSTANTINE BARRY,
Supt. of Public Instruction.

Build good school houses, employ competent teachers, and we may inscribe on our prison doors, "For rent."

Editorial Department.

NEW VOLUME.

After an interval of nearly four months, the Wisconsin Journal of Education again makes its appearance. The delay in commencing the second volume of the Journal was occasioned by a number of circumstances, the most prominent of which was, the difficulty in effecting an arrangement with any one to take charge of the editorial department. It was expected, at the close of the last volume, to issue the first number of the second volume on the 15th of March last. Unforeseen events prevented the plan then contemplated from being carried into effect as soon as expected. The resident editor did not enter upon his duties with the understanding, nor with the expectation, to continue connected with the Journal as chief editor, longer than until such time as other arrangements could be effected, relieving him from such responsibility. On this point, we take the liberty to repeat what was said in the closing number of the first volume:

"At a meeting of the State Teachers' Association, in August last, the resident editor of this Journal distinctly stated his disinclination to assume the responsibilities of the editorial department, and only consented to accept the position with the understanding that he was to be relieved as soon as other arrangements could be perfected. No provision was subsequently made for supplying the place, and he has been compelled, contrary to his wishes, to discharge the duties of the office."

The pressure of other duties, demanding a very large share of the time of the resident editor, rendered it impossible for him to attend to the editorial department and supervision of the Journal, without taxing himself with too large an amount of labor. By the present arrangement, he will be relieved, to a great extent, from the duties which he has hitherto been obliged to discharge. This arrangement will last until the next annual meeting of the State Teachers' Association, when that body will review what has been done, and give such directions as may be deemed most conducive to the interests of the Journal, and the cause of education generally.

ANNUAL MEETING.

The fourth annual meeting of the Wisconsin State Teachers' Association will be held at Waukesha, on Wednesday, August 12th. Every teacher should begin early to make such arrangements as to attend the meeting.

School officers, and friends of education generally, should also endeavor to be there. Business of much importance to our educational interests will doubtless come before the Association. The Waukesha Republican says: "The citizens are expected to open their houses, and extend hospitality to the large number of teachers who will be present."

OUR SUBSCRIPTION LIST.

We commence the second volume of the JOURNAL with but few subscribers, aside from the State subscription. Our terms contemplate advance payments, consequently those whose names appear on our books as subscribers to the first volume, will not be considered as subscribers to the second volume, unless their subscriptions be promptly renewed, and the money remitted to us in compliance with our terms. We have no travelling agents, and must therefore depend on the efforts of the friends of education to send us subscribers. We must have a good subscription list, to make the paper a paying one. The number of subscribers to the first volume was not as large as it should have been, but we hope soon to be able to report five thousand. If each school officer and teacher would take a little pains, the JOURNAL might easily be placed on a desirable footing. It is true the circulation of the JOURNAL in the State is large—larger, perhaps, than that of most Educational Journals in other States. The State subscription is 3,400 copies. But it must be borne in mind that the price paid per copy by the State scarcely covers the cost of paper, printing, and binding. The chief pecuniary advantage which the JOURNAL derives from the State subscription is, it affords an inviting medium for advertisers; advertisements in the JOURNAL find their way into every town and organized school district in the State. But the patronage derived from this source alone is altogether inadequate to the support of the JOURNAL.

HOW SHALL INDIFFERENCE BE REMEDIED?

ONE of the most prominent complaints of teachers from every quarter, is the lack of interest on the part of parents. With only an occasional exception, every letter we receive, speaks of the indifference of the people as one of the great hindrances to the teacher's success. This prevailing apathy on the part of parents and guardians, is not because public attention has not been often called to the subject; teachers, and friends of education have repeatedly and earnestly sought to impress the public through the press, by lectures, and in every other possible way, of the necessity of

exhibiting a lively interest in the affairs of the school-room. The best talent of the country has been directed to the enforcement of the truth, that it is a paramount duty of every patriot and christian to manifest a personal and active interest in our common schools. But all appeals thus far, however earnest, eloquent or convincing, have failed to bring the inhabitants of school districts to a proper sense of obligation and duty. It would seem, therefore, that no amount of writing or talking on the duty of parents and others to make frequent visitations to the school-room, will alone be likely to bring about such a condition of things as is desirable. Some other incentives to action besides appeals to duty, will probably yet be found. By what methods public sentiment on this subject is to be revolutionized and indifference overcome, is an inquiry worthy of the earnest attention of every teacher. Whoever shall originate a practical expedient for removing the apathy and negligence of school districts, and for turning the channels of thought to the places where children and youth are daily receiving those impressions of character, which are to shape their future destiny;—whoever shall devise a plan for rendering the school-room a place of attractive resort, where the people shall delight to congregate to spend a leisure hour, will deserve the gratitude of his country, as much as the contriver of the application of steam as a propelling power, or the inventor of machinery for the transmission of thought by electricity.

Staid conservatism may be disturbed at the mention of contrivances, expedients, or plans, to increase school attractions in order to the furtherance of the cause of education. Solid sense, invincible truth, say some, are the only legitimate appliances for arousing the people to a proper appreciation of their educational interests. These, it is true, are essential elements in all properly directed movements, but the fact must not be forgotten that mankind have passions, desires and tastes, and that for these there are a proper treatment and training—instead of attempts to lop off, or expungate parts of man's nature. There may be pleasures, amusements, and recreations, congenial with cultivated taste, and which, instead of being hindrances, may add vigor in the pursuit of science. No inventions or discoveries, it is true, will ever enable the student to dispense with earnest thought and laborious application to study, in the acquirement of a thorough education, but the facilities for gaining knowledge are continually being improved and multiplied. The progress which has been made is not more ascribable to an increased sense of duty among the people to educate, than to new plans, methods, and expedients. Every improved text-book; every method which makes the attainment of any science less laborious; all improvements in the construction and furnishment of school-houses; all plans which render the exercises of the school-room more pleasing and attractive, are but so many inventions and contrivances to aid teachers and learners. Every branch of study has been rendered less tedious and monotonous by modern improvement. There has been much labor-saving in the various departments of learning, during the past quarter of a century, and this progress will not stop here, it will continue to go on. So too, plans for

uniting rational recreations and amusements with intellectual and physical development, have been successfully devised, and such expedients will yet be greatly varied and profitably multiplied. The introduction of gymnastic exercises has not only contributed to the healthful vigor of students, but added to the attractions of school-life. The comparatively modern plan of interspersing school exercises with vocal music, has inspired an increased love of school among children, and has been influential in awakening an interest on the part of parents. Many other means to diversify school exercises and make them more inviting, have been put in operation with good results. But there is yet a great point to be reached; an overwhelming indifference to be overcome; an absorbing interest to be created. And have we no right to expect that means and instrumentalities may yet be devised and employed, which shall turn the currents of mind to the school-room, and invest it with influences such as will make it the centre of interest and attraction in every district?

NOTES ON EDUCATIONAL MATTERS.

During a recent hasty business tour through the central and northern portions of our State, we were enabled to gather a few educational facts and statistics; these, imperfect as they are, we give the readers of the Journal:

Beaver Dam.—This is a thriving young city on the Milwaukee and LaCrosse railroad. Among its public buildings are two school houses of respectable size and appearance—one on the east side and one on the west side of the river. The school edifice on the east side of the river is about 40 by 60 feet; two stories high. The superintendent, Rev. R. Smith, informs us that the average attendance of scholars is about four hundred. Mr. Harvey is the principal of this school. The school house on the west side of the river is a smaller building, and accommodates only about half as many scholars. The Beaver Dam schools are organized under the general laws of the State. Some of the citizens of Beaver Dam entertain the idea that a female seminary, or some literary institution of a higher order, distinct from the district schools, is absolutely necessary to render the educational facilities of the town complete. To our mind, a little more expenditure in enlarging the common school facilities, and elevating the standard of studies pursued, would better promote the true interests of the people.

Ripon.—A very pretty village, and present terminus of the Milwaukee and Horicon railroad, has one small district school house. The inadequacy of common school accommodations here, is apparent. There are three select schools in the place, in which are taught such branches as are usually pursued in district schools. Ripon must awake to immediate action in the matter of providing common school buildings, if it would keep up with

some towns in the State, of less population and wealth. Brockway College is located here, and bids fair to become a prominent institution of learning. Ceresco, adjoining Ripon, and within the limits of the same town, has a very respectable school house in progress, to cost about $2000.

WAUTOMA.—The county seat of Waushara county is a new and apparently thriving village; population, five or six hundred. The whole village is very properly organized into one school district, and a respectable school house has been completed, about 30 by 60 feet in size. Mr. FRY has charge of the advanced department, and is regarded an excellent teacher.

PLOVER.—The county seat of Portage county, a village of some three or four hundred inhabitants, has one small district school and one select school. The village is pleasantly located, and its future appears encouraging.

STEVENS POINT.—Situate on the Wisconsin river, Portage county, has a population from twelve to fifteen hundred, and only one small district school house. The importance of the common school interest is apparently overlooked; at least no suitable provision has yet been made for the education of the rising generation. The magnitude and greatness of some of our western villages, swells to such an importance in the prospective, that the *common* school seems quite too common and old fashioned; something more elevated and imposing, corresponding with the magnificence of the great future—on the threshhold of which the people imagine they are—is demanded. Hence the subject of erecting academies and seminaries is discussed, before any suitable provision is made for the common school. During a stay of a few days at Stevens Point, we heard citizens of the place on more than one occasion lamenting the want of an academy. This sounds rather strange, especially when it is considered that the only district school house in the place cannot comfortably accommodate more than forty scholars. To a stranger at least, there seems to be a great lack of school room in the village.

A fine building has recently been completed for a female seminary. The first term of this institution commenced in April last, under the control of Mrs. NORTHUP, late of Rochester, N. Y. Mrs. N., we believe, is also the owner of the building and lot. Present number of students, forty-five. There is also in the village, a small select school, taught in the vestry of the Episcopal church. The village of Stevens Point has an advantageous location, and is doubtless destined to increase largely in wealth and population.

WAUPACCA.—A pleasantly situated village on a branch of the Waupacca river, claiming a population of seven hundred. There are in the village, one small district school, taught by Miss BROWN, and one select school, taught by Miss STEELE. The school accommodations in the place are insufficient to meet the wants of the population.

WEYAUWEGA.—This is a pretty village in Waupacca county, claiming a population of one thousand. It has but one district school house, a small dingy looking affair, and altogether out of keeping with the appearance of

the private residences and other buildings in the place. There is also a small select school. The people of Weyauwega are agitating the subject of building a large public school house with all the furnishments of the best modern houses. It is to be hoped that an edifice worthy of the village, will result from this agitation.

OSHKOSH.—This flourishing city has great want of public school accommodations. The people appear earnestly intent on having something done, and doubtless will, ere long, provide suitable school room. We were informed that there are within the limits of the corporation, not less than seven select or private schools; these schools are chiefly made up of a small class of scholars. The demand for so many private schools indicates that the public school interest has not been sufficiently cared for by the people. This want of suitable district school houses of course increases the necessity for private schools. The Oshkosh Union School Building is a respectable structure, two stories high, and well finished. In this building, three teachers are employed, and the number of scholars in attendance is usually greater than can well be accommodated. Mr. WELCH, the principal of the school, is highly esteemed, and regarded as a capable and efficient teacher The friends of education in the city, confidently expect the building of school houses in the different wards of the city, will be undertaken soon. Oshkosh possesses the wealth and ability to place her public schools on a footing equal to any in the State.

FOND DU LAC.—The city of Fond du Lac is divided into two distinct school districts; the city has no special enactments; its schools are organized under the general law of the State. This condition of things embarrasses the efficiency of school supervision, retards the progress of the schools, and renders their success more difficult. The same remarks will apply to the city of Beaver Dam, and we believe also to others. A city containing the population of Fond du Lac, needs a Board of Education, with proper corporate powers, to manage its school affairs, as much as it needs a Common Council with corporate authority, to look after the general interests of the city. The general law of the State is well adapted to districts of the ordinary size, but where a large population is united in a single district, additional powers are demanded for the management of the school. The want of a law granting the exercise of powers, such as are usually conferred on Boards of Eucation in cities, is felt by the school officers of Fond du Lac.

The school house in district No. 1, is a building 40 by 60 feet, two stories high, and accommodates about three hundred scholars; cost of building, $3000. Mr. GIBSON, the Principal of the school, is a graduate of Yale College, and a highly successful teacher. The school house in district No. 2, is about the same size as that in district No. 1. Mr. BROWN is the principal of the school in district No. 2. Rev. Mr. EASTMAN holds the office of City Superintendent. The city of Fond du Lac, has also a High School, of which Mr. SHEPHERD is the principal. There are also in the city, some half dozen private schools, composed chiefly of small scholars. The city of Fond du

Lac is rapidly improving, and the intelligence of its population will not suffer its educational interests to be neglected.

In nearly all the cities and villages noticed in the foregoing sketch, there is a want of sufficient school accommodation. Much has been accomplished worthy of commendation; allowances must be made for the comparative newness of our western towns. It often seems almost impossible for school houses to keep pace with the rapid increase of population. It is observable, however, that in many of our new villages, church edifices increase faster than the people who occupy them. It is no uncommon thing to find four or five meeting houses in a village of one thousand inhabitants, and not one half of the seats in them occupied on the Sabbath. A village which has the ability to furnish such an extra amount of church accommodation, is inexcusable, if it does not provide at least room enough for all the scholars of suitable age within its limits, to attend a common school.

TO TOWN SUPERINTENDENTS AND SCHOOL DISTRICT CLERKS

By the provisions of an Act of the Legislature of the State of Wisconsin, approved March 19, 1856, the State Superintendent of Public Instruction is authorized to subscribe for as many copies of the Wisconsin Journal of Education as there are organized school districts in the State; also one copy for each town superintendent in the State.

The copies of the Journal for the school districts, are required to be sent to the district clerks. The Act makes it the duty of the district clerks to cause each volume of the Journal to be bound and deposited in the district library, subject to the library regulations.

Each town Superintendent receiving a copy of the Journal, should immediately inform us of the *whole number of districts and parts of districts in his town, the names of the district clerks, the number of the district to which each clerk belongs, and the post-office address of each clerk.* It would also be well for town superintendents to see that district clerks get the Journals which are sent to them from the post-office. A few town superintendents have sent us lists of the district clerks for the present year as above specified.

WRITE FOR THE JOURNAL.

Every teacher and friend of the Journal should endeavor to contribute something to its pages. We need items of school intelligence of immediate interest—living realities. Long moralizing discourses on school-boy depravity; flowery compositions on sunset splendours; moonlight beauties; dreamy sentimental poetry on absent loved ones; ramblings by the brook

side, or through grassy meadows, are subjects all well enough in their place, but not exactly suited to the columns of our JOURNAL. What we want, are actual experiences—practical suggestions; improvements in the methods of teaching and maintaining discipline; expedients and plans for increasing an interest in the school-room; suggestions in respect to the order of school exercises; improvements in the construction of school-houses, and methods of ventilation; physical training of scholars, and progress in school matters in different localities. These, and kindred topics, legitimately come within the range of the JOURNAL, and are eminently calculated to diffuse the kind of information needed. Every teacher has a wide field of observation, and cannot fail, if he makes the endeavor, to note some incident or experience which would be interesting and instructive to others. There is often more incitement to action in the right direction by the statement in a few lines of a simple matter of fact, than in a long-labored essay, however vigorously or beautifully written.

LETTERS FROM CORRESPONDENTS.

DURING the interval since the publication of the last number of the JOURNAL, a large number of letters from correspondents have accumulated on our hands. Many of these contain interesting facts of the present condition and prospects of the schools in the localities where they were written. We can only, at this time, give a few extracts from these communications, indicating the progress of educational movements in different portions of the State.

CEDARBURG.—A correspondent writes: "This flourishing village is preparing to take her position among the first in the State, in energetic endeavors to promote the cause of common school education. The inhabitants have voted to build, the present season, an elegant two story brick school house 32 by 40 feet. The materials for the building are mostly on the ground; estimated cost, $3000. The present condition of schools in the township is not very flattering. I am informed by the town Superintendent, there is but one American teacher in the town; most of those employed are not well acquainted with the English language, and one, though paid out of the public school fund, teaches only the German language."

SAUK CITY.—J. M. W. writes: "Our healthy and flourishing village is rapidly increasing, and although our school house has been enlarged several times during past years, we shall, ere long, be under the necessity of building a new edifice better adapted to our wants. The greatest obstacle in the way of our educational prosperity, is the want of interest and effort on the part of parents."

COTTAGE GROVE.—M. S. F. makes the following enquiries and suggestions: "What shall be done to increase an interest in our schools among the masses

of the people? I have for the past year had the supervision of the schools in this town, and for the last eight years, taught school in this and the adjoining towns. There seems to be a general want of interest on the part of parents; they are generally willing to sustain a school for several months in a year, but when a teacher is once secured and placed in charge of the school, their connection with it ceases. The teacher must take the whole responsibility; perhaps during the entire term not an individual will visit the school; or if the school is visited at all, it is perhaps at the close of the term, when the advice or influence of a visitor can be of but little avail. For the purpose of inciting the people to a sense of responsibility, would it not be well to appoint or select some men, of suitable qualifications, in each county, whose duty it should be to exercise a general supervision over the schools, and visit every town and district in the county?"

EUREKA.—L. ROUNDS, town superintendent of Rushford, has sent us a highly interesting account of an examination of the Eureka Public School; but as some months have passed since the communication was written, we omit the greater part of it. Besides the primary studies, the branches taught in the Eureka school are, Geography, Grammar, Philosophy, Physiology, Arithmetic, Algebra, and Geometry. Of the teachers in this school, Mr. R. remarks: "I consider Mr. DEAN and Miss STEELE, model teachers, capable, faithful, and systematic. They have demonstrated *practically*, that schools can be governed without the use of the rod; system, firmness, kindness, and a happy faculty to interest, are requisite qualities of a teacher. The citizens of Eureka generally, have taken a lively interest in the selection of good teachers, visiting schools and otherwise encouraging teachers and scholars. The Waukau school (town of Rushford) is in a prosperous condition. A new, large and elegant Union School house, nearly completed, is an ornament to the village of Waukau, and reflects credit on her enterprising citizens."

OXFORD.—A friend at Berlin writes that the people of the village of Oxford, Marquette county, have voted to borrow $3500, to erect a Union School house. The vote was carried *unanimously*.

MISCELLANEOUS.

A copy of an address delivered at Geneva, by Rev. MCNAMARA, before the Walworth County Teachers' Association, was received at this office several weeks ago. We some time since gave some encouragement of giving this address a place in the JOURNAL, but the commencement of the second volume having been so unexpectedly long delayed, we have concluded that its publication at this late period would not be advisable.

A WELL written article, entitled "Sunday-Schools in the Valley of the

West," has been sent to us for publication in the JOURNAL. We may hereafter give it a place in our columns.

A POST-MASTER in Walworth county requests us to send no more JOURNALS to his office, unless to actual subscribers. We beg leave to remind this worthy official that we are required to send the JOURNAL to school district clerks, and shall continue to do so, even at the risk of disregarding the request of so great a dignitary.

BELOIT COLLEGE.—The annual commencement of Beloit College will be held on Wednesday, the 8th of July inst. This anniversary completes ten years since the founding of the institution. An oration will be delivered by Prof. EMERSON.

RACINE HIGH SCHOOL.—The examinations of the Racine High School, at the close of the term ending on Friday, June 19, evinced a thoroughness of mental discipline, which was highly gratifying to the friends of education. It would exceed the proper limits of this article, to notice the examinations of the various classes in detail, although each deserves a favorable mention. We cannot however forbear to name some of the classes, which exhibited such complete mastery of the branches of study in which they were examined, as to commend marked attention.

Miss AUGUSTA SNOW'S class in *Plane Geometry*, deserves especial mention; also Mrs. MCMYNN'S class in *Spherical Geometry*, evinced a thorough understanding of principles and a readiness of answer seldom surpassed. The classes in *Reading*, *Analytical Geometry*, and *Greek*, under the charge of the Principal, (Mr. McMynn,) gave satisfactory evidences of successful progress. The Reading class, for correct and distinct enunciation, and for a happy adaptation of the voice to the sentiments read, left hardly any room for criticism; indeed it may be said, that this class, in its exercises, was successful. The examination of the class in Greek, and the class in Analytical Geometry, would have been creditable to any institution of learning.

We should fail of doing justice to the examination in this notice, were we to omit to speak of the declamations. Among the youthful orators who acquitted themselves with credit we will mention HORATIO G. BILLINGS, ROBERT A. CAMPBELL, WILLIAM H. MYRICK, and EARNEST W. SCHWEFEL. Declamation exercises in public schools, academies and colleges, are not unfrequently tame, soul-less and unsatisfactory—a mere repeating of words and sentences committed to memory, accompanied with awkward and repulsive gesticulations. A great neglect of early elocutionary training is everywhere apparent among public speakers of all professions. The young men whose names we have mentioned, have evidently acquired by study and practice, some of the true uses of action and voice on the platform; they possess the elements of oratory, and in this department, have a brilliant future before them, if they rightly apply themselves.

SPECTATOR.

RACINE COLLEGE.—The corner-stone of the new college building at Racine, will be laid July 4th, 1857, accompanied with appropriate exercises.

NEW SCHOOL BUILDING.—A new public school-house is being erected in the village of Palmyra, in this State, which will reflect much credit on the citizens of that place. Mr. A. J. CRAIG, an earnest friend of education, superintends its erection.

NATIONAL ASSOCIATION OF TEACHERS.—A convention of teachers and friends of education is called, to be held at Philadelphia on the 26th of August next, for the purpose of organizing a National Association of Teachers.

BACK NUMBERS.—Subscribers to the first volume, who may have failed to receive any of the numbers of the JOURNAL, can be supplied with the missing numbers, by giving notice to this office.

FIRST VOLUME.—We can supply bound copies of the first volume of the WISCONSIN JOURNAL OF EDUCATION to all who desire to obtain it; any person ordering it, and accompanying the order with $1.25, will have the bound volume of the JOURNAL sent to him by mail, with the *postage pre-paid by us.* Teachers, school-officers, and others, who have failed to preserve the numbers comprising the first volume, would do well to avail themselves of this offer of the bound volume.

N. Y. STATE TEACHERS' ASSOCIATION.—The twelfth annual meeting of this Association will be held at Binghampton, on the 28th, 29th and 30th days of July, 1857. The meeting is expected to be one of more than usual interest. The Directors of the N. Y. and Erie Railroad have given assurance of reduced fare to those attending the meeting; other railroads are expected to do the same.

MADISON SCHOOLS.—The new buildings are slowly progressing. We hope another year will find them *completed.*

KENOSHA PUBLIC SCHOOLS.—If any teacher has the time, we would advise him to go to Kenosha and spend a day in the schools. Messrs. MCKINDLEY, BUTLER, and STONE, are hard at work there. The ladies are Mrs. STONE, Misses BRIGGS, WHIPPLE, JOHNSON, SPENCE, HAWKS, HEAD, O'NEIL, and KELP. They are wide awake. Success to them.

RACINE.—The Free-will Baptist Church has been purchased by the Board of Education, and fitted up for school purposes.

FOURTH ANNUAL MEETING

OF THE WISCONSIN STATE TEACHERS' ASSOCIATION, AT WAUKESHA, WEDNESDAY, AUGUST 12TH, 1857.

ORDER OF BUSINESS AND EXERCISES—10 O'CLOCK, A. M.

1.—Prayer, followed by reading the Report of last Annual Meeting.
2.—Address by the President.

3.—Report of the Executive Committee.
4.—Report of the Editorial Committee.
5.—Miscellaneous business—appointment of Committees, &c.

AFTERNOON SESSION.

6.—Miscellaneous business.
7.—Address by J. G. McMynn, of Racine.
8.—Report on Normal Schools. A. PICKETT, J. G. MCMYNN, J. L. PICKARD, M. P. KINNEY, H. W. COLLINS, } Committee.
9.—Discussion of said Report.

EVENING SESSION.

10.—Address by Prof. J. B. Turner, of Illinois. Subject—"Wisdom and Knowlege, the Function of Books and of Teachers."

THURSDAY SESSION.

11.—Miscellaneous business, Reports of Committees, &c.
12.—Report by J. B. Pradt, of Sheboygan. Subject—"Practical Instruction in Christian Morality in Public Schools."
13.—Report by Mrs. B. F. Walker, of Racine. Subject—"Method in Teaching."
14.—Discussion. *Resolved*, That in the education of the sexes, separate schools are both desirable and necessary.
15.—Report by D. J. Holmes, of Sheboygan. Subject—"The best method of securing regular and punctual attendance at School."

AFTERNOON SESSION.

16.—Miscellaneous business.
17.—Address by D. Y. Kilgore, of Madison.
18.—Discussion. *Resolved*, That the Legislature of this State ought to make an Annual Appropriation for the support of Teachers' Institutes
19.—Report by A. A. Griffith, of Waukesha. Subject—"Reading."
20.—Report by G. McWhorter, of Milwaukee. Subject—"English Grammar."

EVENING SESSION.

21.—Address by Hon. Horace Mann, President of Antioch College, Ohio.

FRIDAY MORNING.

22.—Miscellaneous business.
23.—Report by J. G. McMynn. Subject—"Arithmetic."
24.—Report by F. C. Pomeroy, of Milwaukee.
25.—Reports of Committees.
26.—Discussion of Reports.
27.—Miscellaneous business.

Prof. S. N. Sweet will attend the Association, and take part in the exercises.

By order of Executive Committee.

A. C. SPICER, President.

A. A. GRIFFITH, Secretary.

BOOK TABLE.

We wish to call the attention of Teachers and School Officers to our advertising columns.

The advertisement of the *Holbrook School Apparatus Company* will be noticed. Those wishing information in regard to School Furniture, Ink Wells, or almost anything else relating to school houses, will do well to address *Talcott & Sherwood*, 194 Lake Street, Chicago, and we will assure them that they will receive a prompt, straightforward, gentlemanly reply. Messrs. Talcott & Sherwood are agents for the best apparatus, and those wishing to purchase, had better do so through them. Teachers visiting Chicago will always be welcome at 194 Lake street.

BARNARD'S AMERICAN JOURNAL OF EDUCATION. We do not purpose saying at this time what we wish to say in regard to this publication. We *do* wish to urge every man who desires to see something of the *length* and *width* and *depth* of the subject of education, to become a subscriber. Subscribe for it *to-day*. See advertisement.

COLTON'S GEOGRAPHIES. These Geographies are among the best published. No expense has been spared to make them accurate, *topographically* and *typographically*. Geography is regarded as a science, and facts are given to illustrate principles. *J. H. Colton & Company*, 172 William street, New York.

PEABODY'S HISTORY. Here is another book that is recommended by those who have used it. Bem's chronological method is incorporated in the plan, and all who are acquainted with this method of Mnemonics, know that it is the best ever invented. The accomplished authoress has well done her work, we would say, after reading her history once.

See advertisement of *Sheldon, Blakeman & Co., No.* 115 *Nassau Street, New York.*

A. S. BARNES & Co., have published a new series of readers. We do not see how they can be surpassed, so far as the first three are concerned. We have not seen the rest of the series. We wish teachers would examine the *first* of this series. We have not yet *tested* it in the school room, but it seems to us to be good. This Company advertise Geographies, Mathematical works, School Histories, and Parker's Natural Philosophy. Porter's Chemistry is not advertised, but it is a capital book. See advertisment for farther particulars.

TATE'S PHILOSOPHY. This work will secure attention from those that wish a good work on this subject. It has stood the test in England, and, we doubt not, it will become popular in the United States. It has rare merit. Published by *Hickling, Swan & Brewer*, who are about publishing a new Dictionary of the English Language, and who also publish some of the best school books in the world, such as *Hillard's Readers, First book of French Conversation*, and Worcester's School Dictionaries. There are thousands who will hail the appearance of that new dictionary with joy. See advertisement, *Hickling, Swan & Brewer*, 131 *Washington Street, Boston.*

PHILLIPS, SAMPSON & Co., advertise Sargent's Readers again. The reputation of this series is established, and they are getting just what they deserve—*a great sale*. The same House advertise other books good enough, but "too numerous to mention."

WOOD'S BOTANICAL WORKS. These works have been used by almost all teachers of the science of Botany, and, so far as we know, all approve them. We have used them, and the teacher having this branch of study in charge, says, "I like it, upon the whole, *better* than any other with which I am acquainted." Address, *Merriam, Moore & Co., Troy, N. Y.*

THE AMERICAN EDUCATIONAL SERIES, published by Ivison & Phinney, is in part advertised this month. Sanders' Readers, Thompson's Arithmetics, &c., are known throughout the United States, and, we believe, are as popular now as they have been heretofore. All their books possess merit. See advertisement.

We cannot call particular attention to the advertisement of H. Cowperthwait & Co., but we think it will interest every teacher who will peruse it. Notice a new Geography.

MCGUFFY'S NEW SERIES OF READERS. This is a new edition, revised and improved. The old series had an immense sale and we think the new will maintain the popularity of the old. The Readers now in use in this State are Sanders', McGuffy's, Sargents, Webb's and the "National Series." There may be others used to some extent. Most of these are advertised by us, and those wishing to adopt a series can obtain all necessary information by looking over our advertising list.

WISCONSIN JOURNAL OF EDUCATION.

VOL. II AUGUST, 1857. NO. 2.

TO THE TEACHERS OF THE UNITED STATES.

THE eminent success which has attended the establishment and operations of the several State Teachers' Associations in this country, is the source of mutual congratulations among all friends of Popular Education. To the direct agency and the diffused influence of these Associations, more, perhaps, than to any other cause, are due the manifest improvements of schools in all their relations, the rapid intellectual and social elevation of teachers as a class, and the vast development of public interest in all that concerns the education of the young.

That the State Associations have already accomplished great good, and that they are destined to exert a still broader and more beneficent influence, no wise observer will deny.

Believing that what has been done for States by State Associations, may be done for the whole country by a National Association, we, the undersigned, invite our fellow teachers throughout the United States to assemble in Philadelphia, on the 26th day of August next, for the purpose of organizing a NATIONAL TEACHERS' ASSOCIATION.

We cordially extend this invitation to all *practical teachers* in the North, the South, the East and the West, who are willing to unite in a general effort to promote the educational welfare of our country, by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all; who are ready to devote their energies and contribute of their means to advance the dignity, respectability and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the nation should gather into one great Educational Brotherhood.

As the permanent success of any Association depends very much upon the auspices of attending its establishment, and the character of the organic laws

it adopts, it is hoped that all parts of the Union will be largely represented at the inauguration of the proposed enterprise.

T. W. VALENTINE,	Pres't. of	N. Y. State Teachers' Assodation.		
D. B. HAGAR,	"	Massachusetts	"	"
W. T. LUCKY,	"	Missouri	"	"
J. TENNEY,	"	New Hampshire	"	"
J. G. MAY,	"	Indiana	"	"
W. ROBERTS,	"	Pennsylvania	"	"
C. PEASE,	"	Vermont	"	"
D. FRANKLIN WELLS,	"	Iowa	"	"
A. C. SPICER,	"	Wisconsin	"	"

May 15, 1857.

From the New York Teacher.

WHY ARE YOU A TEACHER?

BY D. P. AUSTIN.

IN the different professions, preparation of a scientific and thorough character is requisite to both standing and success.

The lawyer must pass years in severe study, making himself familiar not only with the law, but also with the ancient languages before he is considered as properly prepared for his business.

The physician must go through a thorough course in study, acquainting himself not only with the theory and practice of medicine, but also with kindred sciences before he can be permitted to reap the benefit of his profession. On the other hand, the teacher may at once enter on his responsible calling, with only a doubtful knowledge of the first principles of education, and with neither genius nor application sufficient to rightly teach even that little.

It is true, the lawyer and the physician are often called upon to perform duties that require the highest knowledge and skill, but compared with those that press upon the teacher they are, after all, though more imposing, much less important. They are required to look at the present advantage of the individual, while the teacher must look to the development and welfare of the community itself. They look mainly at temporal interests, while the teacher directs his efforts to the promotion of those interests which are to affect the soul throughout eternity.

And in the prosecution of his work, he is to toil as patiently and undergo as many trials as they, having always need of a steadfastness like that of the deep-rooted oak, and never failing in the exercise of that most manly of virtues.

These facts warrant the position that no person should enter upon the call-

ing of the teacher without carefully considering the duties and responsibilities that will devolve upon him, and, more than all, carefully examining the motives which actuate him in the selection. With the teacher the question, "*What manner of spirit am I of?*" or, "Why am I a teacher?" should neither be the last nor least soberly and severely put to his own heart; and it is one to which he should demand an honest and consistent reply. It is a question, too, that should be asked by every one officially or otherwise interested in the welfare of our youth, or the prosperity of our schools; and he who by a thoughtless reply or a studied evasion, escapes the issue, escapes it but to the dishonor of his profession. For to look no farther than to this one thought, who would trust the polishing of a diamond to the common laborer? Who would risk the life of a beloved friend to the impudent quack? Who would commit his liberty and life to the counsels and pleadings of a stupid advocate? Why, then, should the most precious interests of the young intellect and the yet innocent heart be confided to one who can neither give an intelligent nor consistent reason for his being a teacher?

Hence, then, the question is, "*Why are you a teacher?*" You, young woman, "why are you a teacher?" Is it because you consider teaching more honorable than domestic labor? Have you chosen teaching because, requiring your attention only six hours of the day, it gives you more time for mere social pleasure than you could otherwise obtain? Have you chosen it because you may use it to introduce yourself into *higher walks of life* than would otherwise be open to you? If either of these motives have determined you in the selection, you have mistaken your calling, and the sooner you withdraw from it the better, not only for you but for all those who are entrusted to your care. You are holding places of trust you are unworthy to occupy.

Young man, have you ever asked yourself this question, "Why am I a teacher?"

Is it because it is easier to teach than to battle with life "*out of doors*" amidst the snows of winter; or because, intending to follow some other business for life, this will enable you to fill up a few unoccupied months? Is it because you expect to make teaching only a stepping-stone to some more lucrative office? or is it because you expect by teaching to accumulate wealth?

If so, then, you, too, are condemned as unfit for your high calling, and your assumption of it is but a base usurpation of privilege.

But if any have chosen teaching with a high determination to make themselves worthy the confidence of their patrons, and the love of their pupils; if they have chosen it because they find it a constant source of pleasure, to see the young mind expanding and the young heart growing under their efforts; if they have chosen it with the sincere desire of truly serving their country and their God, in the training of the young, then may such be sure that they have found their work, and it will both honor them and be honored of them.

And there is a wealth of reward in reserve for such teachers. It is that

which springs from the consciousness of having labored to promote human happiness, and of having pursued this noblest object from the noblest motives.

Possessing this wealth, such may lay aside "the glass through which we now see darkly," and the bright vista of the future will be opened to their imaginations, through which will appear no appalling vision to "make them shudder and grow sick at heart," but rather one of surpassing beauty and attractiveness far more to be coveted than magisterial power or princely possession.

From the Ohio Journal of Education.

THOUGHTS ON ABSENTEEISM, AND THE POWERS WHICH TEACHERS POSSESS TO ENABLE THEM TO PREVENT IT.

EXPERIENCE has so frequently verified the assertion, "as is the Teacher so will be the school," that it may be regarded as an established scholastic axiom.

The Teacher is to the school as the galvanic battery to the apparatus in connection with it: be the mechanism ever so good or only just in working order, when the battery is weak it is hopeless to expect an active exhibition of the principles sought to be illustrated; while a powerful battery, even though in connection with imperfect apparatus, will often evolve highly valuable and interesting phenomena. So where a Teacher lacks energy; if placed in a good school, but a limited amount of good is produced; while if placed in a bad one, each only adds to the total failure of the other.

So much has been said about absenteeism that it is not contemplated in the present article to enlarge the catalogue of evils of which it is the prolific parent. Our late State Commissioner (1 An. Rep. p. 42,) thus ably and comprehensively sums them up, and more could not well be said. "Absenteeism is then one of the worst evils under which our schools labor. From a good school it takes away its best influence, and a poor one it renders worse than worthless. Like the worm at the root of a tender flower, it eats away all life from the system and leaves it but a dried and useless stalk."

It may not be without profit to examine whether Superintendents and Teachers laboring with them, do not possess such resources as, judiciously applied, would tend so far to eradicate the evil as to make it no longer a serious obstacle to the success of public education.

It would extend the present article too much, to examine in this connection whether the regulation adopted in many schools, "that pupils who are absent a definite time during a stated period shall be excluded from the privileges of the public schools," is a beneficial one. This might be dis-

cussed with great advantage at our approaching meeting at Steubenville. Few Boards of Education appear to possess nerve enough to resolve that pupils *shall come regularly* or they *shall not come at all*, and leave to the parents the choice; and even if they do possess that nerve, it is certainly not yet a settled question that this exclusion is the best course to be taken. It is proposed at present to consider how far energetic Superintendents and Teachers can succeed in eradicating absenteeism by a judicious application of the powers usually delegated to them by Boards of Education.

In the first place, there are two kinds of absenteeism—that which arises from truancy, and that which arises from the parent's consent. The former is hardly included in the present article. Few Boards of Education, and, we presume few parents, will object to a Teacher's breaking up truancy in a summary manner.

It may fairly be presumed, also, that in the present enlightened state of public opinion in regard to education, there are no Boards of Education, having the guardianship and control over village schools, who will refuse to enact that every pupil having been absent from school shall, upon returning, present to the Teacher a written excuse for such absence, signed by the parent. This will speedily lead to the detection of truancy.

It will then become the Teacher's duty to hedge in absenteeism with so many barriers that the pupils shall not only find it unpleasant to be absent, but shall find it difficult to reinstate themselves after they shall have been away. This will make absenteeism unpopular with a large class of scholars, and that is a step towards making it unpopular in a community.

In the first place, let Teachers endeavor to educate *the public mind* to hostility to irregular attendance.

This may be done by occasional contributions to the local papers upon the subject. By a judicious selection and publication of prominent cases in which pupils have seriously compromised their scholastic standing by continued absence. Startling facts will not be wanting in any system of schools where the attendance is irregular; unfortunately they are too numerous and too palpable to even a superficial examiner. Exhibit judiciously, regularly attending pupils of eight, nine or ten years, rapidly overtaking and leaving behind irregularly attending scholars several years older. Publish such facts and statistics as would tend to encourage in their constancy those who send regularly; while those who are indifferent about the regular attendance of their children will feel such home truths so forced upon them as to make them uneasy under the infliction. Make absenteeism and the difficulties arising from the practice of it, the subject of conversation, citing instances where individuals have suffered from it. Keep a private memorandum of the worst cases, so that the memory may be refreshed, and when the parents of such cases are met, they may be addressed upon the subject.

While this education of public opinion is going on, let Superintendents and Teachers enact and quietly carry out such a course of executive policy in their schools as will naturally and inevitably tend to make irregularity hateful and regularity desirable to the scholars. It is not necessary that

these rules should be arbitrary or overbearing. They should carefully avoid any tendency to deprive and pupil of that public instruction which is the right of all, and which should be supplied untrammeled by the oppressive regulations and peculiar idiosyncrasies of any person.

Such resolutions as the following would interfere with the just rights of no one:

1. When any pupil is absent from any cause except sickness, (either personal or of some member of the family,) let the seat of such pupil be forfeited, and let any other pupil of the same sex and class, who may desire to do so, occupy the same. Where two desire the seat, prefer the most regular attendant.

2. Let there be a separate place for all absentees under every circumstance without exception. All, upon entering, must go there until excuses have been called for and examined.

3. Let the Teacher exercise a judicious discrimination as to whether the absence was justifiable and the excuse rendered is satisfactory.

4. Establish special seats for absentees, which they shall occupy after their return to school so long as the Teacher shall deem it advisable, taking into consideration the cause of absence, excuse rendered, general standing of pupil, and other extenuating circumstances.

5. All occupying these seats should be deprived of any special local privileges which the scholars have been in the habit of enjoying. At recess and at dismission they should also be the last to leave.

6. Any pupil missing a recitation should, upon rejoining the class, stand at the foot.

7. Where a scholar is frequently absent, if such scholar fail to maintain a definite, average, established standing in his (or her) respective classes, let such be transformed to a lower class, both as a punishment, as a warning, and as an act of justice to those who attend regularly.

8. Where a scholar is so sent down, take care that the act is made sufficiently prominent; and that the cause is well understood by all the scholars, for they will be certain to talk about it at home, and it will often effect more benefit among those who are not habitually absentees, than it does upon the unfortunate absentee who has been made to suffer.

9. Publish the names of the most regular and their respective positions in their several classes; also the names of the most irregular and their positions. Sometimes it may also be desirable to append a brief notice of the grades of classes through which some of them may have risen within a given period.

Some communities take more interest in education and the welfare of their schools than others; this arises from various causes which it is not at present necessary to investigate, but the fact that it seems an evil inherent to some societies, gives rise to the thought that absenteeism in a system of schools is like consumption in the human system; suffering the body to retain the hue of health, and promising ultimate convalescence to the end, it gradually and inevitably eats up the life of a glorious structure and keeps

it ever powerless for good. Nor does the resemblance terminate here. As the consumptive invalid can never hope for a permanent cure, so absenteeism can never be entirely eradicated from our schools. But as the consumptive can, by a careful and constant adherance to the laws of life, baffle and arrest the enemy which would speedily destroy him; as like the celebrated Dr. ANDREW COOMBE, he can keep the disease in check by a rigid and systematic regard for nature and a respect for her imperious laws, and finally sink to sleep a comparatively old man after a life of usefulness, so by the constant vigilant prosecution of a well digested code of rules, Superintendents and Teachers can so far reduce absenteeism in their schools, that it would no longer be regarded as the one great impediment to the successful working of our Union School System of Public Education.

To effect this, however, requires patient persevering effort. To relax is to relapse, and to relapse seriously to fail. The foregoing suggestions could be carried into effect, and, if judiciously executed, could be defended successfully by any Teacher, and would force even a careless, indifferent Board of Education to acquiesce in them; at the same time they attack the rights and privileges of no scholar in such a manner as to afford grumbling or ignorant parents a pretext for asserting that they deprive any pupil of power to prosecute his education to the utmost.

If a few faithful laborers should be led to devise more efficient means for securing regularity of attendance than they have hitherto done, then it may be hoped that these few thoughts are not entirely unworthy of the pages they are designed to fill. BUCYRUS.

From the Illinois Prairie Farmer.

TEACHERS' INSTITUTES.

BY C. C. HOAGLAND.

THERE is every prospect of having a greater number of Institutes this fall than ever before. In several sections of the State, teachers and school commissioners are moving in favor of county organizations, either in the form of Associations or Institutes, or both. A few general remarks upon the objects to be accomplished by Institutes, and the best methods of conducting them, may not be amiss at this time.

We hold that teaching is as much of a profession as any other; that there are general principles which lie at its foundation, a knowledge of which is as essential to the highest success in the school-room, as is law to the lawyer, or medicine to the physician. One of the greatest defects in our present system of education is the want of means to furnish this professional instruction.

Nine-tenths of all the teachers who go into our school-rooms for the first time, do so entirely ignorant of the first principle of professional instruction. Of necessity, they must experiment and blunder, and finally learn wisdom by the hardest kind of experience, if happily they ever learn wisdom at all. Each generation of children must be victims of these crude experiments. Their time is wasted, and their minds warped by processes which time long since demonstrated as productive of just such results. The whole system is analogous to that of a physician who should reject the experience and wisdom of the past, and should insist upon proving the nature of every medicine upon his own patients. He might learn wisdom, but wisdom dearly purchased by the poisoning, agony and premature death of the subjects of his experiments.

In our own country, we have had two hundred years' rich experience in common school instruction, and if during that time no errors have been committed, no false system promulgated, and no mistakes made which it is plain we should avoid, and no principles elucidated and no systems devised which we should adopt, as the basis of all instruction, then our teachers have lived and toiled to very little purpose. But such is not the fact. The lives and works of our best teachers have not been in vain. The young teacher has now before him, and within reach, the results of this long experience, or the principles which have been deduced from it. Great truths which all may use, have been demonstrated, concerning the nature of mind, the course of instruction best adapted to unfold its varied powers, the processes best calculated to rouse the dormant energies of every class of mind, and the systems which will most effectually and economically place before the expanding soul, truth, wisdom and virtue, as worthy the highest aspirations of the intellect and heart. An acquaintance with these principles and truths becomes a sure guide to the inexperienced teacher, and forms the basis of all normal instruction.

As yet the State has made no available provision for the instruction of teachers. At least five thousand new teachers are employed each year, and the great majority go into their schools without any professional preparation.

Teachers' Institutes, when properly conducted, will in some measure remedy this great defect. They should be considered as temporary Normal Schools, and all the exercises should have direct reference to the science of teaching. They cannot be considered permanent institutions, inasmuch as they can never give a sufficiently extended course of instruction for want of time, but they will be of utmost importance until ample means are provided for furnishing all teachers with a full professional course.

We are now prepared to present some definite suggestions upon the details of the management of Institutes:

1. The services of a competent and experienced principal to direct the exercises are indispensable to its highest success.

2. A corps of competent instructors should be provided to assist the principal in conducting the exercises in the various branches.

3. The instructions in the different branches should be with direct refer-

ence to methods of teaching them, unfolding principles, and enforcing the necessity of accuracy and thoroughness.

4. A portion of the time should be devoted to practical exercises, such as the organization, classification, arrangement and government of schools.

5. A series of lectures should be given upon such topics relating to educational matters, as will be best calculated to give teachers wider and more elevated views of the profession, and unfold to them the philosophy of their relations to their pupils, their patrons, the community in which they may be engaged and society at large.

6. The exercises should be so arranged as to give an idea of a thoroughly organized model school.

7. When discussions take place, the object aimed at should be the elucidation of truth, and not the triumph of any particular opinion.

Acquaintances would be formed, and teachers could make such arrangements as would enable them to labor for a common end, but these would be incidental and should be considered as subordinate to the great object of professional instruction.

Institutes conducted with reference to these principles always must be productive of good. If they are held in a county continuously year after year, in a short time they must change the whole educational aspect of the county. The labor of making the preliminary arrangements, engaging a room, issuing circulars, &c., is not very great, and any one teacher can do it, if he has the right spirit and sets himself earnestly about the work.

We hope immediate measures will be taken to organize an Institute in every county in the State this fall. The first steps must be taken by the people of each locality, and the State department and the teachers' associations will extend all possible aid. Let permanent organizations be perfected so that all these preliminary arrangements can be easily effected in the future.

EDUCATIONAL AIDS.

Our Town Committees and Superintendents might, as we think, be often a great deal more efficient in aiding education if they would be somewhat less critical and much more suggestive and inspiring. They should visit their schools frequently, and deliver to them short informal lectures full of brilliant and inspiring facts. And if there are in town men not of the School Committee, but particularly interested in some special branch of literature or science, they should be encouraged to visit the schools at proper intervals and excite an interest in their favorite science. We know in one town a farmer, enthusiastic in the acquisition of geographical knowledge, and a very refined, social man withal, yet we doubt whether this man has entered a school-room in his town for years. Such a fact as this

shows that, however strong our interest may have become in educational matters, our administration of them is by no means perfect yet.

As to our teachers and those who prepare them for their work, we would have "Inspiration in Teaching" their great practical rule. All competitive emulation, which is a base motive and ruinous means, all recitation, which, of course, is essential, are still feeble aids to education compared with an awakened enthusiasm.

As a nation, we are said to have few holidays, and such is undoubtedly the fact. We might have more and very valuable additional ones if our people would attach their school-examination days to the roll. Those holidays are not the most pleasant which are exclusively devoted to festivity and merriment. The spirits are best exhilarated where there is a slight demand upon mind or body for exertion. And we think that we have seen no holidays in our country towns so thoroughly enjoyed as those which are made by school examinations. And that they exert a useful educational influence may be inferred from the fact that the friends of common schools constantly urge people to attend them.

There are few of our school districts so small that they should not be possessed of certain books of reference; among these, Webster's large dictionary and an encyclopædia are indispensable. No school-house, either, should be without a fine set of mathematical blocks. Not outline, but full and rich maps should cover every spare space upon the walls. Many an intelligent man knows how interesting geography has become to him and his children by the contemplation, at times of leisure, of maps hanging on the walls of dining and sitting rooms.—*N. Y. Tribune.*

From the Pennsylvania School Journal.

QUESTIONING EACH OTHER.

Friend Burrowes: There is one subject that has been little dwelt upon in the Pennsylvania School Journal, and that is the practice of one scholar questioniug another. I "have found it to be good," and would like to have it faithfully tried by every teacher in the State.

In our school in West Chester, we have the boys and girls together in each department, promoting both sexes from grade to grade, according to attainment—acting upon the principle and believing fully in the doctrine, that God intended male and female to dwell together in the earth, and that at no time of life should they be separated, and least so during their educational training. From this circumstance it is an easy matter to keep up a continued interest in questioning, as the boys always question the girls and vice versa. However, a lively zest may be maintained when the semi-barbarous custom of separating sexes prevails, by appointing one boy or girl, as the

case may be, to question the class, or by two scholars arising, one at each end of the class, to question each other, and so on through the class.

The mode which we pursue is as follows: Two scholars, a boy and a girl, arise, step in front of the class, from fifteen to twenty feet apart, and each proposes a question to the other. If the girl can answer the question proposed by the boy, it is well, and is set down to the credit of her side, and vice versa. If the boy cannot answer the question proposed by the girl, he calls upon the boys for assistance, and if none can answer it, it goes to the girls' side, and if any of them can answer the question, it is set down to the discredit of the boys and in favor of the girls, and vice versa. At the close of the exercise the teacher reports the result, which generally balances, where there is a proper classification of boys and girls. By this means a lively interest is maintained from day to day, and that earnest searching into matters attained which I have not been able to gain in any other way.

Now, what do we gain by the above process? Much, I think. The memory is aroused; past lessons must be called up, and as no books are allowed to be opened during the exercise, the pupil is thrown back upon himself, to gather material for present exigency from the fund of knowledge already collected. Again, the pupil, in order to ask a question, needs to *think*—to answer a question he *must think;* and when a child begins to think, he commences to reason; and when he begins to reason, you have attained an interesting point in his intellectual advancement; and it will be then just as easy for the *Teacher* to give the proper turn to that scholar's mind, as for the potter to give the proper bend to the plastic clay in his hand.

Let the pupil be required to ask questions, and he *will assuredly* lead the class to those points by which he has been perplexed, and thus enable the skillful teacher to discern his difficulties and apply the proper remedy. We all remember well how anxious we were to ask our teachers to explain some points which to us were obscure, but fear forbade and we labored on in darkness. And if by chance any of us were bold enough to ask a *reason why*, a tart rebuke or a blow was the significant despatch we received, for our breach of politeness made upon the rules of a well established authority. But those good old days are passed away—peace to their memory.

There are other modes of questioning which I have found interesting and profitable. Let one scholar be called out before the class and required to give a question to each member, each member giving one in return—and the teacher noting the result and reporting at the close of the exercise.

Again, let a boy and girl be called upon to stand before the entire school, and give questions alternately to all present, for thirty or forty minutes, upon any branch taught in the school, as Arithmetic, Grammar, &c. This is an exercise exceedingly interesting and should be practiced in every school.

Again, on an appointed day of the week, let each pupil be required to prepare three questions upon any branch taught in the school, to be answered by the pupils, if possible; if not, by the one proposing the question; and if he cannot answer his own question, after having made diligent research, and desires information upon the subject proposed, then the question

may be given to the teacher for explanation. This exercise will sometimes try the bone and sinew of the teacher, yet it will be found useful and entertaining.

Let the teacher who seeks the real advancement of his pupils, encourage them to give questions, not only to each other but also to himself. I would like every teacher in the State to try the above suggestions on questioning, and if I mistake not, they will be found beneficial and well calculated to advance the pupil in real intellectual attainment.

From the Indiana School Journal.

UTILITY OF CLASSICAL STUDIES.

EXTRACT FROM AN ADDRESS BY REV. SAMUEL FULLER, D.D.

THE scholar, enriched, disciplined, and transfused by classic lore, can alone say, "I speak that which I know;" and because he can, his words, forged and tempered upon the only anvil where the best instruments of our discourse can be struck, old Vulcan's fire-block, are like barbed and winged arrows, shot from a bow of steel; they reach the mark, pierce the breast, and transfix the heart.

The utility of classical studies is not merely the demonstration of philological research; it is like the teaching of experience.

Of the three clergymen of the church of England, who excited the great religious movement which characterized the middle of the eighteenth century, George Whitefield was a more eloquent orator than either John or Charles Wesley. But Whitefield, notwithstanding his moving and surpassing eloquence, was comparatively illiterate; his early life among taverns and stables and theatres, being no substitute for the Grammar School and the University, of neither of which knew he anything from personal experience.

On the contrary, the Wesleys were thoroughly trained collegians; their love of ancient learning being exceeded in their love for Christ, and for the souls of the ignorant and perishing.

A century has passed away, since the voices of these preachers stirred the heart of a slumbering nation, as the thunderbolt stirs the sluggish atmosphere; and what is the position of each at the present time?

Who now reads Whitefield's Discourses? Or, if any person chance to peruse these unskillful productions, he wonders that such unhammered wedges could ever have pierced and wounded sinful hearts.

In striking contrast with their more eloquent compeer, the Wesleys are in their refined and widely diffused writings living an immortal life among

their admiring followers; controlling and directing at this fleeting hour a larger number of minds than at any former period.

The same demonstration respecting the usefulness of classical knowledge is forced upon us when we discriminate the heroes of the Revolution.

In forensic and parliamentary eloquence, Patrick Henry was without a rival. But as for teachers he had none, save his grasping intellect, his fiery imagination, his indomitable will, and the stormy times in which his lot was cast.

Unlike this self-made orator, Alexander Hamilton was the favored youth upon whom classical instructors expended their assiduous care, imparting to their apt and graceful pupil a burning and glowing pen, as well as a persuasive and commanding tongue.

As a consequence, how widely contrasted is the destiny of these favorite sons of our Republic! The backwoodsman of Virginia is remembered only in a few fragmentary remains preserved by the recollection of others; while the pride, as well as the grief, of the Empire State, is immortalized in his profound, scholarly, and inimitable expositions of our National Constitution.

We reach the same demonstration in favor of the study of ancient learning, when we compare Benjamin Franklin and Thomas Jefferson. The untaught printer of Boston and Philadelphia does indeed amuse and instruct us in his pointed apothegms of Poor Richard; and his brief and dry speeches in the Continental Congress were like battering rams either to demolish the arguments of his opponents, or to urge onward the laggard car of business; but when the voice of an outraged and determined nation was to utter its thunders, defying tyranny and demanding the audience of the world, his unclassic mouth faltered, and declined the mighty effort; and the immortality which radiates with increasing splendors from our Declaration of Independence, rests upon the head of the classical Sage of Monticello.

From the Ohio Journal of Education.

PEN-TALK, OR COMPOSITION.

A WRITTEN sentence is the result of two distinct exercises: its formation in the mind, and the subsequent committing of the same to paper, in accordance with the rules of written language. The first of these exercises is purely mental; the second is greatly mechanical, but involves a knowledge of spelling, use of capitals, punctuation, etc. The first is the mental exercise of the Blind Poet dictating *Paradise Lost;* the second, that of his amanuensis transferring the same to paper. The first depends very greatly upon the resources and power of the mind; the second involves but few principles—aside from penmanship and spelling—and these can be readily applied.

What is the comparative importance of these exercises in a system of school instruction? Which should receive the earliest attention? In our judgment, these are fundamental questions, lying at the base of all systems of practical composition.

The ability to write a common business transaction, a letter or simple statement of any kind, in a neat and correct manner, is universally regarded as an acquisition of great practical importance, and should be one of the prominent ends of Common School training. Every individual, high or low, mechanic or merchant, professional or non-professional, husband or wife, beau or belle—may and probably will, have many occasions for the practical use of it. One of the greatest charges made against the course of study in our higher institutions of learning has been, that it is deficient here. The charge has been very properly transferred to the preparatory schools. *Pen-talk* is a necessity of the age. Indeed the handmaid of civilization is "the pen of a ready writer."

The importance of the *manuscript* part of composition is now evident. Whether a person's thoughts are profound, brilliant or simple, the ability to pen them correctly is in each case equally important. A manuscript of any kind abounding in those errors peculiar to written language, is an "abiding witness" against the elementary education of its author. The most arrogant pretensions to scholarship are frequently dissipated by a few traces of the pen! On the contrary, a note of but three lines, written with *correctness*, is strong evidence that "the schoolmaster has not been abroad." The great use of the pen in practical life is in letter, note and business writing, in which style, logic and other qualities of higher composition are of minor importance. A large majority too, of the scholars who leave our schools for the active duties of life, will have no other use for it. Clearly, then, our schools should aim to impart to each scholar, as early as possible, the ability to act as amanuensis for his *own* thoughts. Such training is also an excellent basis for composition proper, into which matter and arrangement largely enter. It is true, also, that every written exercise, however simple, involves mental effort. The training best adapted to impart the ability to produce a good manuscript, lays the foundation for higher forms of writing. In such training, however, a correct manuscript stands prominently before the mind as the end most desired. The young tyro of the pen is not expected to indite *Homilies* upon "Faith," "Hope" and "Charity," every line of which calls for a large share of the *latter grace* in the reader!

Are our schools meeting reasonable expectations in this matter? How many of the scholars, who annually go out of them, can creditably pen a simple note or letter. How many can correctly write their own address? The time and effort given to this subject, even in our best schools, are meagre. Daily exercises in oral spelling and imitative penmanship prove inadequate. There must be an early and constant application of this knowledge and skill, *as they are acquired.* The utility of correct spelling and good penmanship should be a matter of every day experience. The fact,

that one important object of attending school, is, to learn *to talk on paper*, should be to the scholar an ever present reality.

The question is also seriously asked: Whether our best Graded Schools present as satisfactory progress in composition, as they do in other branches of study? While the principle of a division of labor has been carried out in other studies—each department having its specific work—this has been left to chance or caprice. To many, if not all of our High Schools, it has not been deemed a requisite for admission. Below the Grammar School, it has not "a local habitation or a name." In many of the schools where the exercise has a place, it receives very meagre attention. Any thing like systematic instruction is rarely attempted. A "composition" is the standing lesson, or more properly task! We need not add that composition writing is very generally unpopular with scholars. Its utility is to them a matter of faith—blind at that! They look upon the exercise, as one of the numerous ills school children "are heir to;" often entering into the spirit of the line:

"'Tis *distance* leads enchantment to the view."

Are these difficulties and results inherent in the subject? Has it not natural steps, or gradations, corresponding to the several departments of our Graded Schools? Cannot a definite result be expected in each grade? In the next number of the Journal, we propose to present the outlines of a course of composition, which, in our judgment, is adapted to classified schools. We believe that the principle of a division of labor may be applied as perfectly in composition as in any other branch of study, and that the progress made at any given time may be as certainly tested.

PORTSMOUTH, June, 1857. E. E. WHITE.

SCHOOL HOUSE ROBBERY.—After a child begins to go to school, he should attend constantly, for one day out of a week breaks the entire chain of lessons, and totally unsettles the progress of the scholar. Nor is this all: such a scholar hangs like a dead weight upon his class, and impedes the progress of all the others. Punctuality is the life of business, and where more so than in the school-room? Therefore, every scholar should be sent to school in season. Has not every man a *right* to six hours' daily and uninterrupted instruction for his children? Is it not his property as much as his house, his land, or his crop? And when we send a child at improper hours do we not rob him of his property as manifestly as we do when we take his sheep or his cow? Rob me of my fruit, go into my granary and take my grain, or come to my cellar at dead of night and take my meat, or open my desk and take my money, but do spare me the privilege of educating my children for the great duties of life. This is the greatest robbery of all; for money or repentance can never bring back the privilege or pay the debt.—*Illinois Teacher.*

From the New York Teacher.

SUNLIGHT AND SHADOWS IN THE SCHOOL ROOM.

BY J. W. BARKER.

Now and then a streak of sunlight,
Followed by a dreary shade,
Glances thro' the quiet school-room,
Where the teacher sits arrayed,
Demurely as some potentate,
Attired in all his robes of state.

Now a gracious *smile* illumes
His shaded brow, and like the hills
From whose green tops the clouds arise,
And sail to far remoter skies,
A sea of beaming faces fills
The void about him bright with joy,
As if no storm had ever swept
O'er timid hearts—as if no eyes
Repentant tears had ever wept.

But a quick footstep is heard at the threshold, and Mr. Jones enters without the usual ceremony of "rapping." He has come to see why his boy John must be kept nearly every night after school, while all the other children are sent home in due time. And then Mrs. Jones would like to have *her* boy put in a class of boys a little nearer his size, instead of being kept back with the small children. John is certainly qualified for class No. 1, and nothing but palpable partiality would keep him so far below what his real merits deserve. There is with *some* parents, and especially with some mothers, a very strong and controlling ambition to have their children *promoted;* and that too without any very scrupulous reference to their real fitness for a higher grade. It is true, in this world, we do not always make our estimate of character so much from the standard of true *merit* as from the class or rank in which the person may chance to be found. Hence those who are passionately desirous of pushing their children *up* in the world, will be very much out of humor at the slow rate at which some are obliged to rise.

Why, Mrs. Jones says, in the select school in the village of Thriftytown, the boys and girls study French and Italian, Algebra and Geometry, and get their "diplomas" when but little older than her boy John. And she has more than half a mind to go over there this afternoon and engage a room for John and Sarah, and see if they cannot be made to advance upon an even pace with other children. The teacher assured Mr. Jones that he made real

merit the standard of promotion, and that all his pupils, without any regard to name or circumstances, must be content to be judged by this. He said he taught no French or Italian, and paid rather secondary attention to the "higher mathematics;" but that he endeavored to make a class of practical scholars—to fit boys and girls for the active and positive duties of life, while he paid particular attention to the cultivation and discipline of the mind. The real and essential benefit of education is everywhere the same, without reference to the place in which it was acquired. Many a useful man has gone out from the rustic, time-worn school house, to honor his existence and bless mankind. The pine fagot has shed its light upon the early pathway of many a son of fame. The true value of character is its specific merit. Our knowledge is not to be measured in any case by the standard fixed by some particular class, but by the real positive amount we may have attained.

Mr. Jones *seemed* partially satisfied with the explanation given, and went away ruminating upon the best method of pacifying the troubled honor of his wife. The teacher resumed his duties with his class, but the momentary sunlight seemed to be trembling. A slight breeze was stirring upon the tranquil sea of mind. An accusation had been alleged against him, it was said he was *partial.* Nothing very grave to be sure, and only the sensitive mind of the teacher can feel anything so slight as this. He had labored faithfully for the best interest of John Jones—and now it was said he had been remiss. Mr. Jones was a wealthy man and one of the trustees of the school. John was remarkable for nothing except dullness. It was this that required an extra half hour after school for him to get his lesson. At this moment the door opened—just 10 o'clock and John entered the school-room. "Wa'nt here yesterday afternoon—couldn't help it"—consequently is behind his class more than usual. Just one hour—surely the loss of one hour can be felt very little anywhere.. Yet it is by losing only now and then *one hour*, or perhaps only a few minutes, that keeps many an unlucky pupil in class No. 2. Mrs. Jones was not so easily quieted. She could not be made to understand *why* her boy was worse than other boys. She still thought John was capable of more rapid progress. A few weeks passed, and it was reported among the boys that John Jones had gone to attend the select school in the classic village of Thriftytown. It was really so. That school was taught by a gentleman who had many years before received a *diploma* from an eastern college, and had taught for many years a very popular select school in the village of Thriftytown. He had paid little attention to the "common branches," but directed his efforts towards "finishing the education." Many were polished there. It was a *select* school, made up of *select* boys and girls. John Jones was now among them. His appearance was slightly changed. His attire had really improved in order and neatness. But it took John many days to become acquainted with the manners and customs of the select school in Thriftytown. But in a few days he was classed, put in No. 1, and went into the mysteries of Latin and Algebra with all that zeal by which he was characterized in the public school at Oldtown. He entered a winter campaign, and we will leave him until next month at least.

Editorial Department.

ESTABLISHMENT OF NORMAL SCHOOLS.

The proceedings of the Board of Regents of the State Normal School, appointed in pursuance of an act passed at the last session of the Legislature, will be found in this number of the Journal. If the intentions of the act under which this Board has been organized shall be faithfully carried out, we may confidently expect a new era in the history of our Common Schools in the State. The plan contemplated for the establishment of Normal Schools is eminently calculated to advance the profession of teaching, and give new vigor to our school interests. The provision on the part of the State, for the sustainment of a well devised system of Normal School instruction, is ample. The act of the Legislature provides, that *twenty-five* per cent. of the gross proceeds arising from the sale of the swamp and overflowed lands, granted to the State of Wisconsin by Congress, shall be apportioned for the support of Normal Schools and Academies. A portion of these lands have been already sold, and if the lands of this character hereafter to be sold, shall bring prices approximating to those heretofore obtained, the Normal School fund in the State will amount to over a million of dollars. What grand results may not the people expect from such a magnificent fund, set apart for such a noble use? What an army of professional teachers will ere long enter on the mission of making right impressions upon the expanding intellect of the young, and of elevating the standard of education!

The law provides that tuition in the Normal Schools of the State shall be *free* to all who enter them with the intention of being fitted for the occupation of teaching. The Regents which have been appointed are men earnestly devoted to our educational interests; they have great responsibilities committed to them, in laying aright the foundation of these contemplated Normal Institutions; and we trust the reasonable expectations of the people will be fully realized from the measures they may devise and put in operation.

COMMON SCHOOL STUDIES.

The branches of study which should be pursued in our Public Schools, and the order in which they should be taken, cannot be definitely prescribed; they must depend on the expectation of the scholar, whether he is to have the advantages of a full course of English studies, a classical education, or

simply a knowledge of reading, writing, keeping of accounts; in short, to be fitted in the most economical way possible for the ordinary business avocations of life. A very small proportion of the scholars in our Public Schools are expected to ultimately enter College; the number, also, who are to be made acquainted with the higher branches of English studies is not large. The great majority of the children of our country are expected to receive nothing more than a short course of common school instruction. It becomes therefore a matter of the highest importance that a judicious choice of studies be made, so that the learner may derive the greatest amount of benefit therefrom, after he enters upon the active duties of life. It is obvious that very many scholars devote their school-hours to the pursuit of studies which are not likely to prove the most available and advantageous in after years; especially is this true of those who are expected to receive only a limited education. Much time is spent in departments of learning which the scholar will seldom find occasion to apply to practical uses; while the attainment of knowledge indispensable to all the common business occupations, is neglected. Those acquirements which will serve the possessor of them most in daily life, and which will best fit him for an intelligent exercise of citizenship, are the most desirable to be gained first of all.

Reading, writing and a knowledge of the ordinary uses of arithmetic, are deemed of primary importance; to be ignorant of all these, is regarded almost as great a calamity as to be a dwarf or a cripple. Next to these, geography and a knowledge of history are essential, to qualify any one to occupy a useful and intelligent position in society. Especially is a knowledge of our own country, the chief events in its history, its system of government, its prominent institutions and is distinguished men, almost indispensable in the present age. There is found amidst all the learning of the times, great ignorance of the country in which we live—its past history and its present relative position among the nations of the earth. This want of information is found among young men in the higher departments of study in our schools; it exists among all the various avocations of men in business life. Let any one visit our schools and question the scholars in the higher classes, in respect to some of the most interesting facts in our past and present American history, and he will very likely become satisfied that there is much lack of information on subjects of practical importance—such as would make any one appear to great disadvantage in the conversational circles of intelligent men. We have seen classes pass a creditable examination in Algebra, while a considerable number of the members of those classes could not tell whether Washington was a native of Virginia or of Massachusetts, or whether Gen. Jackson was in the American Revolution or at the battle of Buena Vista. We have seen young men who had acqaired a respectable knowledge of Astronomy and the movements of the heavenly bodies, but who had little or no intelligent idea of the movements of nations and of great public interests on this mundane sphere. So, too, scholars are not unfrequently found who have studied nearly all the higher branches usually taught in our schools, and yet know comparatively nothing of the

plan and organization of the government under which they live, and who are quite uninformed on many matters of general interest which are topics of daily remark. The uses of Algebra, Geometry and Astronomy, are undeniably profitable; but there are other things which the student ought first to understand, because he is required to avail himself of a knowledge of them a thousand times oftener in his daily intercourse with the world. Education in our common schools should aim to be practical; such as is adapted to every day uses. Those branches of study which are merely ornamental, or which when acquired are laid by and allowed to rust for want of use, should always come after those of immediate necessity and utility.

MODEL COUNTRY SCHOOL HOUSE.

A SCHOOL HOUSE, complete in every respect in its structure, arrangement and surroundings, is seldom seen. While improvements are continually suggesting, it is difficult to determine upon a plan which will serve as a model for any considerable number of years. Our most approved school houses are susceptible of improvement, and generally the school Boards who have them in charge acknowledge their incompleteness, and contemplate some additional convenience at a future time. How unlike is public spirit in this respect to private enterprise. It is not uncommon to find dwelling houses in the comparatively new settlements of the West, which not only display elegance and taste, but are also complete in every furnishment and arrangement, conducive to health, comfort and refinement; they are *finished.* It is equally practicable to have a school house which shall be in its structure, internal arrangement, and in its out-door conveniences and embellishments, so fully up to the standard of modern improvement, as to be pronounced complete and *finished;* a model house.

The refreshing sight of a country school house neat in its structure, complete in its accommodation, its outside arrangements fitted to healthful exercise and enjoyment, its grounds tastefully laid out and adorned, has never yet been witnessed in this, or any of the adjoining States. Yet what a large number of school districts there are in this State in which the inhabitants are possessed of wealth, comfort and the luxuries of life, which might furnish a model school house without scarcely noticing the taxation necessary to provide it. And what an impulse might one such example of a complete school edifice, give to many other school districts in the State? A school house justly claiming to be a model house, in its internal arrangements and external surroundings, could not fail to reflect the highest credit on the intelligence, enterprise and taste of the population in its neighborhood. One of the criterions by which to determine the character and enterprise of a community, is its public school house; if this be inviting in its appearance, and show indications of care and attention to whatever con-

tributes to comfort and attractiveness, the most favorable opinions may be safely entertained in respect to the surrounding inhabitants.

But wherever the school house displays broken windows, dilapidated walls, grounds unfenced and located in some dreary locality; exposed to bleak winds, without so much as a tree or a shrub for protection; in short, where everything pertaining to it gives evidence of inattention and neglect, it may be calculated, with tolerable certainty, that selfishness and ignorance predominate in its vicinity. No number of valuable farms, large herds of cattle, or other evidences of wealth in such a community, can atone in the estimation of an enlightened judgment for the want of a good school house. The intelligent emigrant, seeking a new home for his family, would pass by such a neighborhood and look for an abode elsewhere.

The condition of our school houses very generally needs to be greatly improved. A commendable interest is manifested in many localities, but in a great majority of districts there needs to be a revolution in public sentiment, and a more earnest attention to the importance of school edifices. Wisconsin is probably not behind any of her sister States in respect to school house accommodations. In many of the older States, the country school houses are frequently the most forbidding spectacles that arrest the attention of the traveler; houses in which a humane man would hardly consent to give his favorite horse a night's shelter, are in some instances the appropriated places to gather in the germs of thought. Here the first lessons of human life are impressed upon the expanding intellect. Here the boy receives those elements of character which are to shape his future career upon the theatre of human action; here, too, the delicacy of female innocence takes the moral impress, which is to determine to a great extent its future character; ultimately to adorn the circles of usefulness and intelligence, or bring reproach upon her sex.

Is it not time we had one model country school house in this State; one temple of science, which in the completeness of its equipment should command public admiration; one bright spot, where utility combined with attraction would not fail to inspire the intelligent passing traveler with pleasurable emotions? Too much prominence was never yet given, in any State or country, to the matter of furnishing elegant and convenient school houses, nor is there danger there ever will be. There are doubtless many districts in this State, where a single resident, imbued with a spirit of our true educational interests, and possessed of a determined purpose to accomplish the object, might secure the erection of a tasteful school edifice, with all the modern arrangements within, and the appropriate conveniences and adornments without, which should entitle it to the designation of a model house. The individual who should be the instrument of such an enterprise, would justly deserve the lasting gratitude of his country. The standard demanded in school house architecture and improvement is reasonable and obvious. The inhabitants of no district should be satisfied with a school house of less respectability in appearance and accommodation, than the best private dwellings in its neighborhood. The conveniences and attractions in and about

school edifices must of course be different in kind from those of dwelling houses; but in degree they should never fall below the better class of private residences in their vicinity. It is in the school-room and its playgrounds children are required to spend a considerable portion of their early years; why should not these be equally as pleasant and inviting as their homes? Early impressions are mostly ineffaceable; the associations of the youthful mind, whether with living intelligence or with inanimate objects, give tone to thought and fashion to taste.

Of all the places of delightful resort, the school house should hold the supremacy in the mind of the school-boy; so that in after years, when old age steals upon his earthly pilgrimage, and memory shall carry him back along the dim vista of years in search of the sunny spots of his childhood days, the school house and its pleasing associations shall be the first to rush upon his recollection, and thrill his waning strength with joyful reminiscences.

STATE TEACHERS' ASSOCIATION.

We again call the attention of teachers and friends of education to the State Teachers' Association, to be held at Waukesha, on the 12th of August inst. We trust the meeting will be one of the largest of the kind ever held in the State. Let all who desire to see a new impulse given to the interests of common schools, be present at the meeting. We understand that most of the railroads have agreed to carry persons attending the meeting of the Association, at reduced rates of fare. Most of the railroad companies will return *free* those who attend the Association, on presentation of a certificate of membership.

Tribute to Teachers.—The Kenosha Public School has, for some time past, had a very commendable practice of bestowing presents of considerable value upon such of the teachers as distinguish themselves by an earnest devotion to the business of their profession. Not long since, the students of the higher department presented their Principal (J. G. McKindley) with a silver goblet valued at forty dollars. At the close of the term of this school, some two weeks ago, Miss Maria Briggs, an assistant teacher in the higher department, was presented with a china tea sett and silver spoons, amounting in value to about sixty dollars. Such tributes to a teacher's worth, are eminently proper, and ought to be more generally practised. No class or profession among us labor more influentially for the best interests of the rising generation, than the faithful teacher, and none are more deserving the encouragement of the people.

A LARGE number of the Town Superintendents have promptly and courteously complied with the request accompanying our last issue, to distribute the JOURNAL to District Clerks, and furnish us with corrected lists of the names and post-office address of such clerks in their respective towns. This ready compliance, indicates a commendable interest in school affairs on the part of Town Superintendents. We have met with only one instance of refusal.

For the Journal of Education.

COMMUNICATIONS IN SCHOOL.

CAN communications in a school room during school hours be entirely suppressed, is a question often asked me of late, to which I immediately answer, Yes. During an experience of over twenty years, it is not until very recently that I have found this invaluable *pearl*, which none know the true value of until they have found it; but of its value I need not expatiate, as every one who is deserving the enviable name of Teacher, inevitably attaches a great value to it. How, then, is this to be obtained? Perhaps a little of my actual experience may illustrate best.

Not long since, I was called upon to teach a school which did not bear an enviable name for "good order," and in which was a lad about sixteen years of age, who was reputed as "a very unruly, bad boy." I saw at once that corporal punishment would avail me nothing in this case, and believing that there was a chord in his "harp of thousand strings," which, if but swept with gentle hand, would beat in unison with mine, I set about finding it. Each time he disobeyed or violated a known rule of propriety, I endeavored to persuade or reprove mildly at first, afterwards more severely, but always very firmly, and once I threatened expulsion; all would not avail, he would whisper. Driven almost to desperation, with a fixed determination never to yield, I made his case my constant study; he was exerting an injurious influence in the school room; my character as a teacher and a disciplinarian was at stake; all wondered how the teacher would get along with G—. I called on several teachers for advice, who invariably recommended whipping or expulsion, but as yet I was unwilling to do either. Troubled, fretted and worn, I retired one night, and at last fell asleep—I dreamed—I awoke in the morning, my course was plainly marked. That day, G—— whispered as much as usual. At four o'clock, P. M., I dismissed school, after requesting G—— in a kind, familiar tone of voice to remain. The scholars were all on tip-toe, but I requested them to leave immediately, which they did.

All being away but G—— and myself, I appealed to his generosity; I told him I would prove his warmest and best friend, would he but treat me as

such; I appealed to his manhood, his gratitude, his duty, his future prospects and position in society, and, in short, to all his finer sensibilities, which as yet had never been touched; all this was couched in the kindest language I was master of. I soon had the satisfaction of seeing I had touched the right cord; pearls of repentance, as they rolled down his cheeks, dropped one by one upon the dusty floor; for some time all was silent. At last that silence was broken with, "I will do better," from the boy. After a few remarks from me, we shook hands, bade each other "good night," and parted; that night the victory was completely won.

The next morning, I addressed the school on the impropriety of communications, either verbal or written, and expressed a very strong desire to have both suppressed entirely. I told them that I should put it to vote, whether communicating should be suppressed or not, and I expected if they voted to suppress it, each one would use his greatest endeavor to carry it into effect. There was a new idea to them: scholars voting on the regulations of a school room. I thought best to postpone the vote till afternoon, which I did. When the vote was taken, it was unanimous for the suppression of communications.

Still the work was not thoroughly accomplished yet. That night, just before I dismissed them, I took a piece of paper and pencil, and went to each one with the question: How many times have you communicated to day? the answers to which I carefully noted down. The next morning, I read to the school each name on this paper, and the number of communications attached to each. Then came a lecture on law making and law breaking; also a little moral responsibility was touched upon. I watched closely each movement, reproved each offence, and by pursuing this course most rigidly a short time, communications of all kinds were, I believe, entirely suppressed. Others can do the same by firmness, mildness and perseverance, without the rod. As for G——, he was as good a boy as I wanted; he kept his promise to the letter. Had I used the rod, I think I never should have gained the victory I did. I advise all teachers to banish the rod from their school rooms. Some say they cannot get along without it; such teachers I would recommend to learn some other trade. I do not advise from theory, but from practice, for I have taught some "hard schools" without the use of the rod, and would like now to get into a "hard" one to try it; the harder the better. CHARLES CHESTER.

For the Journal.

GENEVA, July 17, 1857.

MESSRS. EDITORS: I have to-day made the last of a series of visits to the schools of this town, and have gleaned a few items which may be of interest to some of the readers of the JOURNAL.

I find nearly all the teachers very much engaged and striving to make their schools better and more interesting each succeeding day; and the zeal and

evident delight with which the pupils perform their allotted tasks, show that their efforts are in a degree successful. Our schools are in much better condition than I expected to find them; but there is much yet to be done—much interest yet to be awakened and brought into exercise—not by the teachers, nor yet by the pupils, though the interest and zeal of neither of these will bear abating—but by the *parents*. The parents and patrons of the public schools of Geneva must feel much more interested in the educational progress and well-being of their children, before our schools will become what they should be. There are only two districts where any of the patrons have visited their school during this summer term!

I subjoin a table, showing the number of pupils in each school and the average daily attendance:

	District	No. 1,	Whole No. of pupils,	160	Av. daily attendance,	130
	"	" 2,	" "	27	" "	20
	"	" 3,	" "	29	" "	18
	"	" 4,	" "	46	" "	38
	"	" 5,	" "	22	" "	16
	"	" 6,	" "	35	" "	28
Un.	"	" 1.	" "	30	" "	25
"	"	" 3,	" "	16	" "	16
"	"	" 4,	" "	20	" "	14
"	"	" 6,	" "	20	" "	15
Total,				405		320

O. S. COOK, Town Sup't.

For the Journal.

WAUTOMA, July 18, 1857.

MESSRS. EDITORS: During the week ending May 2d, a "*Teachers' Institute*" was holden in Wautoma, Waushara county, at which there were about thirty members in attendance, mostly teachers of this county.

At the close of the Institute sundry resolutions were discussed and adopted, and a committee appointed to furnish a copy of the proceedings and resolutions to the JOURNAL OF EDUCATION for publication.

We were assisted in our labors by Mr. and Mrs. J. J. M. Angear, of Berlin.

Although our attendance was but small, yet our expectations were more than realized in the success of the effort.

All passed off harmoniously and satisfactorily, and we are of opinion that there is a foundation laid for greater success to our future efforts.

Some of the town superintendents are adopting a proper standard, as far as circumstances seem to admit, in respect to the qualifications of teachers. Require teachers to be properly qualified and schools will improve.

We design holding another Institute here in October next.

J. M. FRY.

For the Journal.

MUSIC IN SCHOOLS.

MESSRS. EDITORS: I think I have perused every number of the WISCONSIN JOURNAL OF EDUCATION, and I do not remember of having seen a single article in it on the subject of music, as an element of success in the government of schools. Some years' experience has taught me its value; comparison of the schools within my jurisdiction has confirmed my belief. It seems to me to be grossly neglected.

If I can manage to get to the State Teachers' Association, I mean to make a fuss about it; if I don't get there, I shall in all probability reserve my thunder for the columns of the JOURNAL; for in fact, gentlemen, to see a teacher who can sing, plodding wearily through the dull day's work without a song to cheer the children, and encourage and enliven them, seems to me like seeing a farmer patiently and toilsomely reaping the golden grain with a sickle, while a "Manny's Reaper" rusts in the barn, and the idle horses are browsing in the pasture.

L. H. D. C.,
Sup't. Schools, Dodgeville.

[It is quite probable the JOURNAL has been remiss in the educational department referred to by our Dodgeville correspondent. Music, as an element of success in our public schools, can hardly be over estimated. Wherever there exists a necessity for dispensing with it altogether as a school exercise, it should be regarded as a misfortune. We hope our correspondent will not only have a hearing at the Waukesha meeting of teachers, but also favor the JOURNAL with his thoughts on this subject.—EDS. JOURNAL.]

CORRESPONDENTS.

AMONG the large number of letters received from Town Superintendents, furnishing us lists of District Clerks, &c., we regret that only some two or three of them make any mention of the condition of the schools in their respective towns, or what is being done for their advancement. Brief items of school intelligence from these sources, would greatly aid us in making up a summary of educational news.

OUR respected correspondent, the Superintendent of the town of Burlington, is informed that however just may be the ground of his complaint, we think it had better be made public through some other channel, than the columns of our Journal.

THE School Superintendent of the town of Cottage Grove, writes: "I have just finished visiting the schools in this town, and must say they are in a more flourishing condition than heretofore. Parents and District Offi-

eers seem to realize the importance of educating the children and youth, instead of allowing them to grow up in ignorance and vice."

THE Town Superintendent of Exeter says: "Parents are beginning to awake to the importance of good schools, and some have already begun to act. Durlington (in the town of Exeter) is a pretty village of only a few years' growth; we are having great excitement here on the subject of building a new school house; but as the tax voted at the last annual meeting is inadequate, we must either borrow money or wait a little longer."

THE Town Superintendent of Wiota, Grant Co., writes: "The community here are beginning to feel more of an interest in educational matters, and many new school houses are being built. The greatest obstacle is the lack of competent teachers; full one half of those who now occupy our school houses as teachers, should not be employed, and would not, if there were any other alternative. There are some excellent teachers who are fully devoted to the work, but their number is far to small."

A LETTER from the Town Superintendent of Rockbridge, describes the location of the town in the comparatively unsettled part of Richmond county. Among the obstacles in that new section of country, the Superintendant remarks: "This newly organized township is settled by emigrants from almost every state in the Union, who bring with them the partialities and prejudices of their former localities, and hence each appears intent on maintaining his former customs and preferences. These differences of opinion hinder that unity of action necessary to our common school interests. We have, however, one feature which takes the lead of some of our neighbouring counties, that is, the standard of qualification for teachers. The services of those teachers who can be secured for the smallest amount of wages, are not wanted; but the people are willing to pay well for teachers of the right kind of talent and qualification."

COLLEGE COMMENCEMENTS DURING THE MONTH OF JULY, 1857.

LAWRENCE UNIVERSITY.—The past history of this Institution has been one of great success, and its influence is being every year more extended. The public commencement exercises were held on the 1st of July. The *Appleton Crescent* says: "The exercises spoke well for the students and teachers, and bore unmistakable marks of Western impress. In the audience were some persons of the first intellectual talent in the State."

BELOIT COLLEGE.—The Tenth Anniversary of Beloit College was celebrated on the 8th of July. The occasion was one of more than ordinary interest. Prof. Emerson delivered the decenial oration; it was an effort highly creditable to the speaker, and was listened to with marked attention by a large and intelligent audience.

CARROLL COLLEGE.—The first annual commencement of this Institution took place on Wednesday, the 15th ult. The exercises were highly inter-

esting and gave much satisfaction. The oration on the evening preceding commencement exercises was delivered by Rev. Courtland Van Renssalaer, D. D., of Philadelphia. The *Waukesha Republican* expresses the hope that the oration will be published.

RACINE COLLEGE.—The fifth annual commencement occurred on the 23d ult. The exercises were of a highly satisfactory character. There were three graduates in the college course who received the degree of A. B.—H. L. Janes, of Racine, J. H. H. Millet, of Beloit, and J. A. Gates, of Racine. We understand that the orations delivered by these young gentlemen were creditable to themselves, the college and the community.

Rev. A. Capron, of Kenosha, delivered an eloquent and practical address on "Woman's Mission."

This Institution is securing a good share of public patronage, and under the charge of Rev. Dr. Park is doing a good work in the great cause of education.

STATE UNIVERSITY.—The public exercises of the State University at Madison occurred on the 22d of July. The *Madison Journal* says: "The high order of talent manifested by the students in their orations, and the mental discipline which they displayed, gave increased confidence in the character of the Institution and the fidelity of those who have it in charge."

PLATTEVILLE ACADEMY.—This is one of the oldest Academies in the State. From a catalogue lately published, it appears the number of pupils during the year is 235; of this number 40 were in the classical department. Prof. J. L. Pickard has for several years past had charge of this Institution, and under his guidance it has grown to be one of the most prosperous Academies in the West.

DODGE COUNTY TEACHERS' ASSOCIATION.

[This article was put in type for the July number of the JOURNAL, but was accidentally omitted.]

AT a meeting of the teachers of Dodge county, held in the Union School House, at Beaver Dam, called for the purpose of forming a Teachers' Institute, H. M. Parlmelee was chosen President *pro. tem.*, and W. R. Kinyon, Secretary. Classes were then formed. In Reading, John G. McMynn, Teacher. In Grammar, N. G. Harvey, Teacher. In Mathematics, W. R. Kinyon, Teacher. In Geography, Messrs. DeClark and Johnson, Teachers. On motion, a committee, consisting of Benj. Newell, W. R. Kinyon and N. G. Harvey, were appointed to draft a Constitution, preparatory to a permanent organization. After consultation, the committee reported the following:

CONSTITUTION.

ARTICLE 1. This Association shall be called the Dodge County Teachers' Association.

ART. 2. Its object shall be to promote fraternal sympathy and co-operation among the teachers and friends of education throughout the county—to elevate the standard

of qualifications for the profession—and to secure a permanent and active interest in the great work of popular education.

ART. 3. Its officers shall be a President, two Vice Presidents, a Recording Secretary, a Correspondent Secretary, and a Treasurer, who shall discharge the usual duties of such officers in similar associations, who shall be elected by ballot, unless otherwise ordered, and hold their offices for one year, or until their successors are appointed.

ART. 4. The officers of the Association shall constitute an Executive Committee, each acting in his official capacity, whose duties it shall be to carry into effect all orders and regulations of the Association—to fix the place of holding its meetings—make arrangements for the same—arrange business to come before the Associaton—and to devise such measures as they may think will be conducive to the interests of the Association, and recommend them for its adoption. It shall keep a full record of its proceedings, and present an annual report of the same to the Association.

ART. 5. Any teacher or active friend of education may become a member of this Association by subscribing to the Constitution.

ART. 6. This Constitution may be amended by a vote of two-thirds of the members present at any regular meeting of the Association, when notice of such amendment shall have been given at the preceding regular meeting.

ART. 7. All funds raised by the Association shall be by voluntary contribution, and shall be paid out only by order of the Executive Committee.

On motion, the report of the committee was accepted, and the committee discharged. The Constitution was then adopted, each article being considered separately. A committee was then appointed to report permanent officers of the Association, consisting of Rev. R. Smith, H. M. Parmelee, and N. G. Harvey, which committee made the following report:

For President—BENJ. NEWELL, Beaver Dam.

For Vice-Presidents—A. Pickett, Horicon: Isaac Johnson, Waupun.

Recording Secretary—Wm. R. Kinyon. Corresponding Secretary—A. A. Brown, Beaver Dam. Treasurer—H. M. Parmelee, Oak Grove.

This report was accepted and adopted. The house then went into a committee of the whole, Benj. Newell in the chair, when the following resolution was adopted:

Resolved, That the thanks of this Association be tendered to the people of Beaver Dam for their kindness and hospitality during its session in this city.

On motion, the Association then adjourned, subject to the call of the Executive Committee. BENJ. NEWELL, Pres't.

WM. R. KINYON, Sec'y.

FOURTH ANNUAL MEETING

OF THE WISCONSIN STATE TEACHERS' ASSOCIATION, AT WAUKESHA, WEDNESDAY, AUGUST 12TH, 1857.

ORDER OF BUSINESS AND EXERCISES—10 O'CLOCK, A. M.

1.—Prayer, followed by reading the Report of last Annual Meeting.
2.—Address by the President.
3.—Report of the Executive Committee.
4.—Report of the Editorial Committee.
5.—Miscellaneous business—appointment of Committees, &c.

AFTERNOON SESSION.

6.—Miscellaneous business.

7.—Address by J. G. McMynn, of Racine.

8.—Report on Normal Schools.

A. PICKETT,
J. G. MCMYNN,
J. L. PICKARD, } Committee.
M. P. KINNEY,
H. W. COLLINS,

9.—Discussion of said Report.

EVENING SESSION.

10.—Address by Prof. J. B. Turner, of Illinois. Subject—"Wisdom and Knowledge, the Function of Books and of Teachers."

THURSDAY SESSION.

11.—Miscellaneous business, Reports of Committees, &c.

12.—Report by J. B. Pradt, of Sheboygan. Subject—"Practical Instruction in Christian Morality in Public Schools."

13.—Report by Mrs. B. F. Walker, of Racine. Subject—"Method in Teaching."

14.—Discussion. *Resolved*, That in the education of the sexes, separate schools are both desirable and necessary.

15.—Report of D. J. Holmes, of Sheboygan. Subject—"The best method of securing regular and punctual attendance at School."

AFTERNOON SESSION.

16.—Miscellaneous business.

17.—Address by D. Y. Kilgore, of Madison.

18.—Discussion. *Resolved*, That the Legislature of this State ought to make an Annual Appropriation for the support of Teachers' Institutes.

19.—Report by A. A. Griffith, of Waukesha. Subject—"Reading."

20.—Report by G. McWhorter, of Milwaukee. Subject—"English Grammar."

EVENING SESSION.

21.—Address by Hon. Horace Mann, President of Antioch College, Ohio.

FRIDAY MORNING.

22.—Miscellaneous business.

23.—Report by J. G. McMynn. Subject—"Arithmetic."

24.—Report by F. C. Pomeroy, of Milwaukee.

25.—Reports of Committees.

26.—Discussion of Reports.

27.—Miscellaneous business.

Prof. S. N. Sweet will attend the Association, and take part in the exercises.

By order of Executive Committee.

A. C. SPICER, President.

A. A. GRIFFITH, Secretary.

MEETING OF THE BOARD OF REGENTS OF THE STATE NORMAL SCHOOL.

PURSUANT to a call by the Governor, the members of the Board of Regents, appointed to carry out the provisions of "An act for the encouragement of Academies and Normal Schools," met in the Assembly Chamber in the Capitol at Madison, on Wednesday, July 15th, 1857.

The following members of the Board were present, and answered as their names were called:

Edward Cooke, J. G. McKindley, A. C. Spicer, Alfred Brunson, Noah H. Virgin, J. J. Enos, S. A. Bean, M. P. Kinney and D. Y. Kilgore.

Hon. A. D. Smith, Associate Justice of the Supreme Court, administered the oath of office to the members.

The Board was then divided by lot into three classes, as follows:

FIRST CLASS.

Noah H. Virgin, A. C. Spicer and Edward Cooke, whose terms of office expire January 1st, A. D. 1858.

SECOND CLASS.

A. Brunsun, S. A. Bean and D. Y. Kilgore, whose term of office will expire January 1st, A. D. 1859.

THIRD CLASS.

M. P. Kinney, J. J. Enos and J. G. McKindley, whose term of office will expire January 1st, A. D. 1860.

On motion, proceeded to an election of officers, which resulted in the choice of

M. P. Kinney, of Racine, *President.*

Edward Cooke, of Appleton, *Vice President.*

D. Y. Kilgrove, of Madison, *Secretary.*

After the transaction of several matters of business, and the adoption of resolutions pertaining to the organization of the Board, the following following Reports were adopted, which indicate the plan proposed for the establishment of Normal Schools in the State.

Mr. McKindley, chairman of the committee to prepare a course of study, made a report which was adopted, as follows:

REPORT.

The Board of Regents of Normal Schools for the State of Wisconsin, in pursuance of an act passed at the last session of the Legislature, entitled "An Act for the encouragement of Academies and Normal Schools," do hereby ordain the following rules and regulations by which they will be governed in the distribution of the said fund.

1st. A Normal School or Normal department, as contemplated in this Act, is, in the estimation of this Board, one in which students are educated with especial reference to fitting them for teachers in our Public Schools.

2d. Any College or Academy that shall institute such a Normal department, and comply with the regulations which the Board may from time to time make, as contemplated by the act above referred to, shall be considered as coming within its provisions and entitled to its benefits. Such department, however, shall be distinct and separate from the original Academic and Collegiate department, and its design and only aim shall be to qualify teachers for the business of teaching in our public schools.

3d. Pupils may be admitted to this Normal Department who shall have attained the age of 14 years, and shall pass a satisfactory examination by the Principal or Conductor of said Normal Department, in Elementary Sounds, Reading, Spelling, Intellectual Arithmetic, Written Arithmetic, as far as percentage, Geography and Penmanship.

And it shall be understood that no student shall be allowed to take up any study, till he shall have passed an examination in the manner prescribed by the Board in all studies, previously laid down in the course of study adopted by this Board.

No institution shall draw *pro rata* from the income of this fund, for any student in attendance at such Normal School for a less term than three months, nor unless he shall have passed a satisfactory examination in one third of a year's course of study.

The institutions receiving the benefits of this fund, shall make their annual reports to the Secretary of this Board on or before the first day of February in each year; such report, embracing the calender year terminating in December, shall include the names, residence, age and studies of each pupil taught in the Normal Department, verified as the law directs.

The President or Principal of any institution intending to apply for the benefits of this fund, shall give notice to the Secretary of this Board of such intention, and of the time of examination of pupils in the Normal School or department, to take place at the close of their academic term next ensuing, at least six weeks previous to the close of said term.

And it shall be the duty of the President of this Board to appoint a committee to attend the examination of pupils in such Normal School or department, and report to this Board at its next annual meeting a full statement of the results of such examination, and of the condition of said school.

The course of study shall be as follows:

First Year: Reading, Spelling and Defining, Mental Arithmetic, Geography, with map drawing, Written Arithmetic, Elements of Sounds, English Grammar, Theory and Practice of Teaching, Analysis of Words, Principles of English Composition.

Second Year: Higher Arithmetic, Elementary Algebra, History (ancient and modern), Elocution, Theory and Practice of Teaching, English Composition, Physiology, Vocal Music.

Third Year: Higher Algebra, Geometry, Book-Keeping, Vocal Music, Natural Philosophy, Logic, Rhetoric, Elocution, Science of Government, Chemistry, Astronomy. Optional—Latin or Greek Languages, Classical Geography.

Fourth Year: Trigonometry, Conic Sections, Botany, Geology, Mental and Moral Philosophy, Political Economy, Surveying, Optics, Mechanics, Hydrostatics, Electricity, Magnetism, Meteorology, Natural History. Optional—Languages as above, and History of Civilization.

E. Cooke, from the committee to take into consideration the subject of a distinct Normal School, presented the following report, which was adopted:

REPORT.

Your committee having duly considered the subject referred to them, have arrived at the following conclusions, viz:

1st. However desirable separate Normal Schools, not connected with any other institutions, may be to the interests of education, in the opinion of your committee the act entitled "An act for the encouragement of Academies and Normal Schools" does not empower this Board of Regents to take any steps in that direction, other than to receive proposals from towns, villages and cities, proposing to erect and donate such institutions.

2d. Whenever this Board shall have selected one, from those so offered, to be adopted by and secured to the State, as a State Normal School, this Board can, in accordance with said act, apportion to said Normal School a sum not exceeding three thousand dollars per annum for the support of said School. And that as soon as the Board shall have made choice of a location, a portion of the Normal School Fund shall be appropriated for that purpose.

Should any towns, villages or cities make an offer for such institute, in accordance with the provisions of said act, the committee recommend that information embracing the following items, be given in such proposition:

1st. Plat of ground, size, valuation, abstract of title, facilities for reaching it.

2d. Plan of buildings, valuation, and any other information necessary respecting its adaptation to the purpose of a Normal School, as contemplated in this act.

M. P. KINNEY, President.

D. Y. KILGORE, Secretary.
Madison, July 16, 1857.

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PUBLIC HIGH SCHOOL.

[The following considerations respecting the character and advantages of a school of the highest grade in a system of public instruction in cities and large villages, were first presented to the public in 1838, when there was not a single institution of the kind out of Massachusetts. They are still widely applicable in every State.]

By a Public or Common High School, is intended a public or common school for the older and more advanced scholars of the community in which the same is located, in a course of instruction adapted to their age, and intellectual and moral wants, and, to some extent, to their future pursuits in life. It is common or public in the same sense in which the district school, or any lower grade of school established and supported under a general law and for the public benefit, is common or public. It is open to all the children of the community to which the school belongs, under such regulations as to age, attainments, &c., as the good of the institution may require, or the community may adopt. A Public High School is not necessarily a free school. It may be supported by a fund, a public tax, or an assessment or rate of tuition per scholar, or by a combination of all, or any two of these modes. Much less is it a public or common school in the sense of being cheap, inferior, ordinary. To be truly a public school, a High School must embrace in the course of its instruction studies which can be more profitably pursued there than in public schools of a lower grade, or which gather their pupils from a more circumscribed territory, and as profitably as in any private school of the same pretensions. It must make a good education common in the highest and best sense of the word common—common because it is good enough for the best, and cheap enough for the poorest family in the community. It would be a mockery of the idea of such a school, to call it a Public High School, if the course of instruction pursued in it is not higher and better than can be got in public schools of a lower grade, or if it does not meet the wants of the wealthiest and best educated families, or, if the course of instruction is liberal and thorough, and at the same time the worthy and talented child of a poor family is shut out from its privileges by a high rate of tuition. The school, to be common practically, must be

both cheap and good. To be cheap, its support must be provided for wholly or mainly out of a fund, or by public tax. And to justify the imposition of a public tax, the advantages of such a school must accrue to the whole community. It must be shown to be a common benefit, a common interest, which cannot be secured so well, or at all, except through the medium of taxation. What, then, are the advantages which may reasonably be anticipated from the establishment of a Public High School, properly organized, instructed, and supervised?

First. Every thing which is now done in the several district schools, and schools of lower grade, can be better done, and in a shorter time, because the teachers will be relieved from the necessity of devoting the time and attention now required by few of the older and more advanced pupils, and can bestow all their time and attention upon the preparatory studies and younger children. These studies will be taught in methods suited to the age and attainments of the pupils. A right beginning can thus be made in the lower schools, in giving a thorough practical knowledge of elementary principles, and in the formation of correct mental and moral habits, which are indispensable to all sound education. All this will be done under the additional stimulus of being early and thoroughly fitted for the High School.

Second. A High School will give completeness to the system of public instruction which may be in operation. It will make suitable provision for the older and more advanced pupils of both sexes, and will admit of the methods of instruction and discipline which cannot be profitably introduced into the schools below. The lower grade of schools—those which are established for young children—require a large use of oral and simultaneous methods, and a frequent change of place and position on the part of the pupils. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils amid a multiplicity of distracting exercises, movements, and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion, and explanation, and the undivided attention both of pupils and teacher. The course of instruction provided in the High School will be equal in extent and value to that which may be given in any private school, academy, or female seminary in the place, and which is now virtually denied to the great mass of the children by the burdensome charge of tuition.

As has been already implied, the advantages of a High School should not be confined to the male sex. The great influence of the female sex, as daughters, sisters, wives, mothers, companions, and teachers, in determining the manners, morals, and intelligence of the whole community, leaves no room to question the necessity of providing for the girls the best means of intellectual and moral culture. The course of instruction should embrace the first principles of natural and mechanical philosophy, by which inventive genius and practical skill in the useful arts can be fostered; such studies as navigation, book-keeping, surveying, botany, chemistry, and kindred studies,

which are directly connected with success in the varied departments of domestic and inland trade, with foreign commerce, with gardening, agriculture, the manufacturing and domestic arts; such studies as astronomy, physiology, the history of our own state and nation, the principles of our state and national constitutions, political economy, and moral science; in fine, such a course of study as is now given in more than fifty towns and cities in New England, and which shall prepare every young man, whose parents may desire it, for business, or for college, and give to every young woman a well disciplined mind, high moral aims, refined tastes, gentle and graceful manners, practical views of her own duties, and those resources of health, thought, conversation, and occupation, which bless alike the highest and lowest station in life. When such a course is provided and carried out, the true idea of the High School will be realized.

Third. It will equalize the opportunities of a good education, and exert a happy, social influence throughout the whole community from which it gathers its scholars. From the want of a public school of this character, the children of such families as rely exclusively on the district school are isolated, and are condemned to an inferior education, both in quality and quantity; they are cut off from the stimulus and sympathy which the mingling of children of the same age from different parts of the same community would impart. The benefits, direct and indirect, which will result to the country districts, or poor families who live in the outskirts of the city, from the establishment of a school of this class, cannot easily be overestimated. The number of young men and young women who will receive a thorough education, qualifying them for business, and to be teachers, will increase from year to year; and the number who will press up to the front ranks of scholarship in the school, bearing away the palm of excellence by the vigor of sound minds in sound bodies, of minds and bodies made vigorous by long walks and muscular labor in the open air, will be greater in proportion to their number than from the city districts. It will do both classes good, the children of the city, and the children of the country districts, to measure themselves intellectually in the same fields of study, and to subject the peculiarities of their respective manners, the roughness and awkwardness sometimes characteristic of the one, and the artificiality and flippancy of the other, to the harmonizing influence of reciprocal action and reaction. The isolation and estrangement which now divide and subdivide the community into country and city classes, which, if not hostile, are strangers to each other, will give place to the frequent intercourse and esteem of individual and family friendship, commenced in the school-room, and on the play-ground of the school. The school will thus become a bond of union, a channel of sympathy, a spring-head of healthful influence, and stimulus to the whole community.

Fourth. The privileges of a good school will be brought within the reach of all classes of the community, and will actually be enjoyed by children of the same age from families of the most diverse circumstances as to wealth, education and occupation. Side by side in the same recitations, heart and

hand in the same sports, pressing up together to the same high attainments in knowledge and character, will be found the children of the rich and poor, the more and the less favored in outward circumstances, without knowing or caring to know how far their families are separated by the arbitrary distinctions which divide and distract society. With nearly equal opportunities of education in childhood and youth, the prizes of life, its best fields of usefulness, and sources of happiness will be open to all, whatever may have been their accidents of birth and fortune. From many obscure and humble homes in the city and in the country, will be called forth and trained inventive talent, productive skill, intellectual taste, and God-like benevolence, which will add to the general wealth, multiply workshops, increase the value of farms, and carry forward every moral and religious enterprise which aims to bless, purify, and elevate society.

Fifth. The influence of the annual or semi-annual examination of candidates for admission into the High School, will operate as a powerful and abiding stimulus to exertion throughout all the lower schools. The privileges of the High School will be held forth as the reward of exertion in the lower grade of schools; and promotion to it, based on the result of an impartial examination, will form an unobjectionable standard by which the relative standing of the different schools can be ascertained, and will also indicate the studies and departments of education to which the teachers in particular schools should devote special attention. This influence upon the lower schools, upon scholars and teachers, upon those who reach, and those who do not reach the High School, will be worth more than all it costs, independent of the advantages received by its pupils.

Sixth. While the expenses of public or common schools will necessarily be increased by the establishment of a school of this class, in addition to those already supported, the aggregate expenditures for education, including public and private schools, will be diminished. Private schools of the same relative standing will be discontinued for want of patronage, while those of a higher grade, if really called for by the educational wants of the community, will be improved. A healthy competition will necessarily exist between the public and private schools of the highest grade, and the school or schools which do not come up to the highest mark, must go down in public estimation. Other things being equal, viz., school-houses, teachers, classification, and the means and appliances of instruction, the public school is always better than the private. From the uniform experience of those places where a High School has been established, it may be safely stated that there will be an annual saving in the expenses of education to any community, equal to one half the amount paid for tuition in private schools, and, with this saving of expense, there will be a better state of education.

Seventh. The successful establishment of a High School, by improving the whole system of common schools, and interesting a larger number of families in the prosperity of the schools, will create a better public sentiment on the subject than has heretofore existed, and the schools will be regarded as the common property, the common glory, the common security of the whole community. The wealthy will feel that the small additional tax re-

quired to establish and sustain this school, if not saved to them in the diminished tuition for the education of their own children in private schools, at home and abroad, is returned to them a hundred fold in the enterprise which it will quicken, in the increased value given to property, and in the number of families which will resort to the place where it is located, as a desirable residence, because of the facilities enjoyed for a good education. The poor will feel that, whatever may betide them, their children are born to an inheritance more valuable than lands or shops, in the free access to institutions where as good an education can be had as money can buy at home or abroad. The stranger will be invited to visit not only the institutions which public or individual benevolence has provided for the poor, the orphan, the deaf mute, and the criminal, but schools where the children and youth of the community are trained to inventive and creative habits of mind, to a practical knowledge of the fundamental principles of business, to sound moral habits, refined tastes, and respectful manners. And in what balance, it has well been asked in reference to the cost of good public schools, as compared with these advantages, shall we weigh the value of cultivated, intelligent, energetic, polished, and virtuous citizens? How much would a community be justified in paying for a physician who should discover or practice some mode of treatment through which many lives should be preserved? How much for a judge, who, in the able administration of the laws, should secure many fortunes, or rights more precious than fortunes, that might else be lost? How much for a minister of religion who should be the instrument of saving hundreds from vice and crime, and persuading them to the exertion of their best powers for the common good? How much for the ingenious inventor, who, proceeding from the first principles of science onward, should produce some improvement that should enlarge all the comforts of society, not to say a steam-engine or a magnetic telegraph? How much for the patriotic statesman, who, in difficult times, becomes the savior of his country? How much for the well-instructed and enterprising merchant who should suggest and commence the branches of business that should bring in a vast accession of wealth and strength? One such person as any of these might repay what a High School would cost for centuries. Whether, in the course of centuries, every High School would produce one such person, it would be useless to prophesy. But it is certain that it would produce many intelligent citizens, intelligent men of business, intelligent servants of the state, intelligent teachers, intelligent wives and daughters, who, in their several spheres, would repay to any community much more than they and all their associates had received. The very taxes of a town, in twenty years, will be lessened by the existence of a school which will continually have sent forth those who were so educated as to become not burdens but benefactors.

These results have been realized wherever a Public High School has been opened under circumstances favorable to the success of a private school of the same grade,—wherever a good school-house, good regulations, (for admission, attendance, studies, and books) good teachers, and good supervision have been provided.

From the Massachusetts Teacher.

THE INFLUENCE OF TEACHING UPON HEALTH.

There is an impression, not very general, perhaps, yet somewhat common, that the labors of the teacher at the present day are injurious to health, and have a certain tendency to abridge the period of natural life. This opinion is entertained by teachers, and by others whose observations have extended to the subject. As a matter of common belief, it may have had its origin in, or may have been strengthened by, the well known fact that, every year, many teachers, of seemingly good constitution, are cut down in their labors ere they have passed the meridian of life. This has been particularly noticeable within a few years past. And it is not very strange that such an opinion should prevail, to some extent, among teachers; for, with many of them, it is literally true, that their nerves, jaded by the arduous labors required by an exacting public, play out, in their sleeping and their waking hours, a plaintive dirge o'er wasting health and departed vigor.

Unfortunately, we have very few reliable data to aid us in testing the correctness of this impression. Sanitary reports and vital statistics are of comparatively recent origin in this country, and are altogether too imperfect for a purpose so specific and important. The fact that, within a few years, several teachers have deceased at an early age, or that a similar number have attained to an unusual longevity, is a circumstance too limited to determine the general result. That some occupations are more favorable to health and longevity than others, few will be disposed to deny. But there are a multitude of circumstances that have a bearing upon this question and must be taken fully into the account. It is but recently that any considerable number of persons have pursued the business of teaching, as a regular profession; for it is well known, that a majority of the professors and instructors in our American colleges have been fitted for other professions, and have spent, in many instances, no inconsiderable portion of their lives in other pursuits than teaching. Then, again, what *is* the period of life allotted to man? How long *ought* the teacher to live? Does he reside in a locality of average healthfulness? Is he exempt from hereditary disease? And is he innocent of the vices, follies, and improprieties that sap the vital powers and summon man so soon to an early grave? But without endorsing or questioning the truth of popular opinion in this particular case, it may not be unprofitable to examine, briefly, the bearings of the teacher's labors upon health, both as they are known to be, at present, and as it would seem they ought to be.

It is frequently asserted that the whole life of the student and man of literary pursuits is contrary to nature; that the constant exercise of the mind is disproportionate to that of his body, and that he is bent down to

his study table in an unnatural attitude, and in a narrow room with confined air.

As to the pretended injurious influence of the exercise of the mind, we demur *in toto*. The readers of the "Teacher" were favored, in a recent number, with an article entitled, "*Does Study Injure the Health?*" That article, from an able pen, presents the case of the student in a clear light, and shows that study does not, of itself, injure the health; and this view of the subject is certainly substantiated by historical evidence and by living testimony; for, all through the annals of literary men, there are innumerable instances of those who have attained to an unusual age, with healthy bodies, and mind vigorous and unimpaired; while there are those, also, now living, far advanced in the evening of life, yet fresh and brilliant still. The same article also demonstrates that there is nothing in the proper attitude of the student at his books that is injurious, and least of all, "contrary to nature." And in this respect the teacher in the school-room has the advantage, even of the pupils, for he is not as much confined in any one particular attitude, but can, at his option, sit erect, stand, or walk, and at the same time perform most of his duties equally well.

In regard to the teacher's confinement in close, unventilated rooms, it is too true that many of our school-rooms are not constructed with a view to the comfort and health of the occupants. But the teacher is supposed to know something of the laws of health, and especially of the necessity of pure air; and, knowing this, his ingenuity is certainly not to be coveted if he cannot devise a way to have partial ventilation, at least, either by dropping a window, or, as has been done, by applying a handsaw to the panels of the door and ceiling of the room, an experiment which has proved successful, not only in securing good air, but in calling the attention of people to the ill-ventilated room, which finally resulted in the erection of a new and improved building.

It would be vastly easier to prove that the teacher is favored in respect to opportunities for physical exercise, than that his labors are prejudicial to it. He is in the school-room fewer hours than most people of sedentary occupation are in their shops or offices, and consequently has abundant leisure, and knows just when he can command it. It *is* a fact that teachers *do* take too little exercise; but it is a fact, also, that they *may* take much more. The disposition to take it, and not the opportunity, is at fault.

Regularity, one of the requisites for health, both of body and mind, is pre-eminently the teacher's prerogative. It applies to his labors, both in time and amount, and to his leisure.

But there are other influences of teaching that are prejudicial to health.

The *sameness of duties*, a kind of tread-mill routine, which the teacher is quite apt to acquire, affects the health injuriously by preventing a free development of mind, and not allowing that healthy, reciprocal influence which a growing mind and a sound body are calculated to exert upon each other. A mind partially developed, and then cramped and arrested in its growth, has a less beneficial influence upon bodily health, than the mind of

the savage, whose proper development, strictly speaking, is never commenced. The tone of such a body is always low, and life seems literally to "drag" along. But the teacher has it in his power to avoid or counteract this sameness, by special attention to his own self-culture, and by efforts to rise in his profession, and to secure for himself labors more varied and expanding in their influence.

The teacher is required to perform *too much labor*, especially in public schools and large institutions. The number of hours he is occupied, in many instances, is too great, and the multitude of duties that literally press upon him are more than the human constitution can long endure. Few persons, besides practical educators and physicians, are fully aware of this; but it is a truth which is sure to be recognized in due time.

The physical system is liable to great exhaustion, occasioned by the almost *incessant talking* which the teacher's calling renders necessary. This talking, too, is done in the usual conversational tone, and does not admit of that varied exercise of the vocal organs that is afforded in public speaking or social intercourse. The tendency of this is to destroy the tone of the vocal organs (Bronchitis, so called,) which soon become enfeebled and diseased, implicating adjacent organs, and finally extending to the lungs and terminating in pulmonary complaints,—a class of maladies to which, it is said, teachers are peculiarly liable.

The *intensity with which the mind is tasked* in the school-room is another fruitful source of ill-health. The government of the school, with all its harassing cares and the hearing of recitations, with the continual exercise of ingenuity which illustration and explanation demand, must all be attended to at the same time, without sufficient opportunity for that frequent relaxation which is so necessary to the mind as well as to the body. This not only exhausts the physical energies and unstrings the nerves, but it produces an over-excitement of the brain,—an organ whose diseases are to be recognized as another class which is yearly removing many of our hard-working educators.

Borrowing trouble, and too much anxiety and solicitude, are also wearing out many valuable lives in the school-room. The peculiar relation in which teachers often stand to the public and their patrons is a source of constant anxiety, especially to a sensitive mind. Then, there are aspiring teachers, who are goaded by an inordinate ambition, until they frequently sink, worn out in their labors, ere they have attained the goal of their desires. And there is still another class, who are more honorable victims in the race,—the conscientious and sympathetic teachers, who become so deeply interested in the progress and welfare of their pupils, that they allow themselves, unconsciously, oftentimes, to be over-taxed beyond the system's power of endurance or recuperation.

This is all wrong. A mind constantly fretted and over-anxious will wear out any system; while the body is really strengthened and supported by a calm, unruffled, and cheerful state of the mind and soul. Every calling has its cares and vexations, and teachers should make the best of theirs. Let

them also be satisfied with doing well, and not be unjust to themselves, by being too generous to others.

It would seem, from this brief and general survey of our subject, that the influence of teaching is, in many respects, highly favorable to health, while in others it is equally injurious. Teachers owe it to their profession to spare no efforts on their part to remove or mitigate these injurious influences, — an object for the attainment of which the public will, slowly perhaps, co-operate with them, when teachers themselves shall enter with the right spirit upon its accomplishment. They also owe it to themselves to be more considerate and prudent in the use of their powers. Earnest and faithful they must be, if they are worthy of their calling; but there is a limit to their strength, beyond which they cannot go with impunity. In the performance of a reasonable amount of labor they will discharge their measure of duty, and then, when their days are ended, they will go down to the grave, not prematurely and with energies wasted, but full of years and with the serenity of

> "One who wraps the drapery of his couch
> About him, and lies down to pleasant dreams."

A. P. S.

REQUIRING PUPILS TO REPORT THEIR OWN CONDUCT.

At the late meeting of the Ohio State Teachers' Association, a committee which had been appointed at a previous meeting, to consider the plan of requiring pupils to report their own conduct, reported as follows:

Should Teachers and pupils be considered as co-operators in the business of school government, or, as is frequently the case, should they assume the attitude of belligerent powers? An exhibition of this latter state of feeling is seen in almost all our Colleges and higher Seminaries. Teachers consider themselves *ex officio* spies, a large part of whose duty it is to discover the doings of their pupils; while on the other hand, pupils regard Teachers as an antagonistic power, with interests opposed to theirs, and in view of the surveillance under which they are held, they consider it not only allowable but highly meritorious to evade the regulations and requirements of their instructors, and practice upon them all the pranks their ingenuity can devise. The records of College life furnish abundant illustration of this. On a small scale, and in another way, this same spirit manifests itself in our common schools. The little boy watches his opportunity for sly tricks, and counts it a merit to perpetrate some piece of rascality when the Teacher's eye is not upon him.

Whence arises this state of feeling, and what is its remedy? It may arise in part from the enactment of a formal code of rules—for no doubt rules frequently suggest misdemeanors which otherwise would not have been

thought of. It is as true now as in ancient days, that "By the law comes the knowledge of sin." But the chief source of this evil is the want of confidence and cordial co-operation between the Teacher and the taught. On this ground we urge the necessity of confiding to pupils a large share of the work of maintaining the discipline and good order of a school. Therefore,

Resolved, That we recommend to Teachers the expediency of laying before their pupils the necessity of certain rules and regulations, and of endeavoring to enlist their co-operation in carrying them out; and furthermore,

Resolved, That they require pupils to present daily or weekly reports of their own conduct in reference to those rules.

Among the advantages of this plan we would urge the following:

1st. By manifesting confidence in students, it begets the same in return, and thus forms a basis on which a school can be more easily and pleasantly controlled.

2d. It relieves the Teacher, in the main, from that disagreeable system of espionage which is frequently unsuccessful, and by many is regarded dishonorable.

3d. It is better in its personal effects upon the character of both students and Teacher, by calling into exercise a nobler principle of human nature, and a more delicate sense of honor.

We have many advocates of this principle, as applied to other departments of human pursuits. Nearly forty years ago, the late Judge Tappan of this place proposed to the Legislature of Ohio, to insert a clause into our State Constitution, prohibiting forever the enactment of any law for the collection of debt. Though it might not have been wise legislation, yet it would have been at least a noble tribute to human nature had such a clause been introduced, thus making every debt a debt of honor. This, however, may be carrying the principle too far; but we are strengthened in the view we have taken, by the fact, that many of the wisest and best men are hoping for such a consummation in regard to our laws. We see in this a manifest tendency towards a higher trust in the honor of our fellow men. Whatever may be wise policy in regard to legal and mercantile transactions, we believe this principle may with safety and success be introduced into our public schools, and thus early impressed upon the minds of our youth. We are aware that several objections worthy of consideration may be urged against this plan. Prominent among these is this: That we present to pupils a temptation to falsify. But it may well be questioned whether this plan would present so great a temptation to *speak* a lie, as the opposite one does to *act* a lie by slyly evading or violating rules.

By many, also, the practical success of this plan is called in question. But scores of examples might be cited, which go to show that it is much more successful than the opposite one in maintaining the good discipline of a school. Its most questionable application is to Primary Schools, but even there it has proved successful under proper restrictions. A Teacher will soon ascertain whether any of his pupils are inclined to falsify, and by a proper amount of care he may guard against almost every evil to which the

system is liable. We should not, at present, deem it prudent to give up all the regulations of the school to this system of voluntary reporting. But with judicious restrictions, we shall be glad to see this plan, or some other embodying the same principle, prevail throughout the schools of our State.

From the Connecticut Common School Journal.

VISITATION OF SCHOOLS.

We are glad to perceive that the attention of the friends of education is being called, more and more, to *school-visiting*—a subject, we think, whose importance is often underrated, especially in the smaller country districts.

The favorable or unfavorable impressions received by a pupil, depend very much upon the *manner* in which these examinations are conducted. The tender mind of childhood requires not so much an elaborate address, adorned with polished sentences, rounded periods and eloquent words, as it does a few practical, interesting remarks, illustrated, perhaps, by some choice anecdotes, which would be treasured up in the youthful heart longer than the commanding oratory of a Webster, or a Choate. Neither should these remarks be too lengthy, for scholars will become wearied in time, be they ever so much interested at the commencement.

Committees sometimes place themselves in a ludicrous position before schools, by assuming an air of *too* extreme dignity. Pupils are almost invariably pleased when a visitor passes around among them, noticing each one separately, explaining, if need be, some difficult lesson, and adding a few words of encouragement. How much more for the advancement of the school is this, than for the committee to remain silent during all the exercises, reserving everything for the "closing speech."

Many a sensitive teacher and pupil dread the regular visits of the Committee, partly from their own diffidence, and partly from a fear that the school will not appear as well as usual,—and indeed we think that many schools do *not* appear to a good advantage on such days. The best of scholars sometimes lose their confidence by a slight mistake and thus their appearance is injured for the remainder of the day. This might, in a measure, be obviated, by a more familiar manner of addressing schools. The old-fashioned "speaking schools" are excellent remedies, in their way, for too great diffidence.

We believe that the number of Visitors who labor for the improvement of schools is increasing year by year, while those who are Visitors only in name, are rapidly diminishing. We hope ere long that none of the latter class will remain, but that *all* will press onward in the noble cause of education.

THE PENITENT SCHOLAR.

SCHOOL is out. The last lesson has been recited and the evening hymn sung, and the shouts of merry voices are heard on the green. Their spirits overflow like long pent-up waters. But one of their number remains behind. All is quiet now in the school-room. There sits the teacher at her desk, with a sad and troubled look.

At one of the desks before her sits a boy, whose flushed countenance and flashing eye tell of a struggle within. His arms are proudly folded, as in defiance, and his lips are compressed. He will never say, "I'm sorry, will you forgive me?" No! not he. His breath comes thick and fast, and the angry flush upon his cheek grows a deep crimson. The door stands invitingly open. A few quick steps, and he can be beyond the reach of his teacher. Involuntarily his hand snatches up his cap, as she says, "George, come to me." A moment more and he has darted out, and is away down the lane. The teacher's face grows more sad; her head sinks upon the desk, and the tears will come, as she thinks of the return he is making for all her love and care for him.

The clock strikes five, and slowly putting on her bonnet and shawl, she prepares to go, when, looking out at the door, she sees the boy coming toward the school-house, now taking rapid steps forward, as though fearful his resolutions would fail him; then pausing, as if ashamed to be seen coming back. What has thus changed his purpose?

Breathless with haste, he has thrown himself down upon the green grass by the side of the creek, cooling his burning cheeks in the pure, sweet water; and as gradually the flush faded away, so in his heart died away the anger he felt toward his teacher.

The south wind, as it stole by, lifting the hair from his brow, seemed to whisper in his ear, "This way, little boy, this way," and voices within him murmured, "Go back, go back." He started to his feet. Should he heed those kind words—should he go back? *Could* he go? Ah! here was the struggle. Could he be man enough to conquer his pride and anger, and in true humility retrace his steps, and say "forgive?" Could he go back? As he repeated these words he said to himself, "I *will* go back;" and the victory was won. Soon, with downcast eye and throbbing heart, he stood before his teacher, acknowledging, in broken accents, his fault, and asking forgiveness.

The sunbeams streamed in through the open window, filling the room with golden light, but the sunlight in those hearts was brighter yet. Ah, children, if you would always have the sunlight in your hearts, never let the clouds of anger rise to dim your sky.

He was a hero. He conquered himself; and Solomon says, "He that ruleth his spirit, is better than he that taketh a city." At first he cowardly

ran away; but his courage came again; he rallied his forces and took the city. Brave is the boy that has courage to do right, when his proud heart says I will not.—*New York Observer.*

From the Illinois Teacher.

EXPERIENCE.—NUMBER II.

MR. EDITOR: In my last communication I promised to describe my manner of teaching some of the different branches: I shall commence with the letters of the alphabet. These I have printed in large type on a card which I can hang up in some prominent place where all can see it. When I am ready to instruct my abecedarian class, I take the card in my hand and say something like the following: "Come, children, don't you want some fun?" This excites their curiosity, and as they come around me, I say, "Now I am going to point out some letters on this card, that you can't name." Some litt'e fellow says, "No you can't." "Well, we'll see," I repeat. I now point out the first letter. "That's A," says one, with an air of triumph. This they all repeat in an instant. I now say, "Well, you have beaten me once, but I'll try you again." I now point out the second and third letters, with like results. I now hang up the card and say, "After a little while I will call you again, and see if you do n't forget those letters by that time." Their attention is now fully fixed, and in the course of three or four days all the letters, large and small, are fully mastered. I now proceed to instruct them in the sounds of the several letters and combinations, which takes two or three days more. I now set them to spelling and reading easy lessons, instructing them in the meaning of such words as they do not readily understand. Proceeding in this manner, I find no difficulty in the advancement of my pupils. My plan has been severely criticized, but, after a trial of several years, I am more fully convinced of its benefits. If properly managed, it is perfectly harmless.

When I teach a class to read, I require it done as though they were parties, and telling each other something that had happened to themselves. This fixes attention, and produces that natural tone of voice so desirable in a reader.

Sometimes I read the story and relate it to them, and let them criticize me, (making mistakes on purpose.) Then I cause some one of them to relate the same, and let the rest criticize him.

This requires labor and patience, which none but the *lover* of the *schoolroom* can afford. But this is long enough; I will write again.

RILEY M. HOSKINSON.

Rushville, Ill.

GRAMMAR IN RHYME.

We advise every little grammarian just entering on Murray, Brown, or any of the thousand grammars in use, to commit to memory the following easy lines, and then he will never need to mistake a part of speech. Who its author is we do not know, but he deserves immortality. With one exception, "Thirty days hath September," etc., it is the most useful poetic effusion we have ever met with.—*Phil. Sat. Bulletin.*

1. Three little words you often see
   Are Articles—*a*, *an* and *the*.

2. A Noun's the name of any thing,
   As *school* or *garden*, *hoop* or *swing*.

3. Adjectives tell the kind of Noun,
   As *great*, *small*, *pretty*, *white* or *brown*.

4. Instead of Nouns the Pronouns stand—
   Her head, *his* face, *your* arm, *my* hand.

5. Verbs tell of something being done—
   To *read*, *count*, *sing*, *laugh*, *jump*, or *run*.

6. How things are done the Adverbs tell—
   As *slowly*, *quickly*, *ill* or *well*.

7. Conjunctions join the words together—
   As men *and* women, wind *or* weather.

8. The Preposition stands before
   A Noun, as *in* or *through* a door.

9. The Interjection shows surprise,
   As *Oh!* how pretty, *Ah!* how wise.

The whole are called Nine Parts of Speech,
Which Reading, Writing, Speaking teach.

PHILOSOPHY IN COURT.

We observe that a prize is offered this year by Harvard College of $500 to any pupil who shall be decided by the Corporation to have attained the greatest skill in mathematics. The person who offers the prize, which is only proposed for this year, is Uriah A. Boyden, a civil engineer of Boston.

This gentleman was concerned in a suit last year, brought by him in the Supreme Court of Massachusetts, against the Atlantic Cotton Mills of Lawrence, which was of a very interesting character, but has never, so far as

we are aware, come before the public. Mr. Boyden had agreed to make a turbine water-wheel for the Atlantic Mills, which should save or "utilize," as it is termed, seventy-six per cent. of the water-power; if he succeeded in saving that per centage, he was to have $2000; if not, he was to have nothing; and for every one per cent. above that he was to receive $350. Mr. Boyden went to work and produced a wheel which saved, as he affirmed, *ninety-six per cent.* The labor involved in this result may be imagined, from the fact that Mr. Boyden spent more than $5000 in the mere mathematical calculations. The Company had provided no sufficient means of testing the question practically, and as the per centage claimed by Mr. Boyden was altogether unprecedented, they contested the claim.

The case went into court. No jury on the globe could comprehend the question, and the learned bench also found itself entirely at fault. The case was accordingly referred to three well chosen parties: Judge Joel Parker of Cambridge, Prof. Benjamin Pierce, the mathematician, and James B. Francis of Lowell, the agent of the united companies of Lowell, in the management of the common water power. Prof. Parker furnished the law, Mr. Francis the practical acquaintance with hydraulics, and Prof. Pierce the mathematical knowledge. That learned geometer had to dive deep and study long before the problem was settled. But settled it was, at last, and in Mr. Boyden's favor, to whom the referees awarded the sum of eighteen thousand seven hundred dollars. Mr. Boyden had previously constructed turbine wheels that utilized respectively the extraordinary amounts of eighty-nine and ninety per cent.; the last wheel, utilizing ninety-six per cent., exceeds anything of the kind that was ever made. The wheel is one hundred and four and three-quarters inches in diameter.—*N. Y. Evening Post.*

DANE COUNTY TEACHERS' ASSOCIATION.

We inadvertantly omitted to publish in the July number of the Journal, the proceedings of the Dane County Teachers' Association, held in the city of Madison, on the 17th and 18th of April last. As some time has elapsed since the meeting of this organization, we omit some portions of the recorded proceedings; giving only the resolutions and such other matters as are of the most practical importance.

Thursday, April 17, 1857.

D. Y. Kilgrove was chosen chairman, and J. C. Pickard, Secretary.

F. F. Mackay, from a committee appointed for that purpose, reported the following Constitution:

PREAMBLE.

Whereas, we the teachers of Dane county, deem it highly essential to the progress of educational interests in our vicinity, that all persons engaged in the occupation of teaching should meet occasionally for the discussion of

such questions as may arise relative to the instruction and government of schools, and for the purpose of mutual improvement through the instrumentality of Institutes; therefore—

Resolved, That we form ourselves into an association, the better to accomplish our object, to be hereafter known as the Dane County Teachers' Association, and agree to be governed by the following

CONSTITUTION.

ART. 1. This association shall consist of persons engaged in teaching in this county, and of persons actively engaged in the cause of education; each male member paying one dollar annually. Honorary members may be elected at any regular meeting.

ART. 2. The officers of this association shall consist of a President, Vice President, Secretary and Treasurer, who with a Board of five Directors shall constitute an Executive Committee; any three of whom shall constitute a quorum, and shall be elected by ballot at each annual meeting.

ART. 3. The duties of President, Vice President, Secretary and Treasurer, shall be such as pertain to the same offices in similar associations.

ART. 4. The Executive Committee shall arrange business for the annual meetings, procure lecturers for the same, and through the secretary of the association, who shall be *ex officio* their secretary, conduct all correspondence. They shall also have power to call special meetings of the association, to fill all vacancies occurring in the offices, and shall make to the association an annual report of their proceedings.

ART. 5. The regular meetings of this association shall be held annually at such time and place as the Executive Committee shall designate, and any five members who shall meet at any regular or special meeting, shall constitute a quorum for the transaction of business.

ART. 6. This Constitution may be amended at any regular meeting of the association, by a vote of two-thirds of the members present.

The report was adopted.

On motion, proceeded to the election of officers, with the following result:

D. Y. KILGORE, Madison, President; J. C. PICKARD, Madison, Vice President; F. F. MACKAY, Madison, Secretary; WM. MAGOFFIN, Madison, Treasurer.

BOARD OF DIRECTORS.—THOMAS B. WILLIAMS, Albion; W. N. MASON, Sun Prairie; J. F. SMITH, Verona; B. F. NOTT, Fitchburg; E. L. POUND, Black Earth.

The following questions were handed in by members of the Association for consideration, and elicited much interesting discussion:

1. Are public examinations and exhibitions advantageous to schools?
2. Can the infliction of corporal punishment be justified in any case?
3. Is the practice of awarding prizes commendable?
4. Is it advisable for teachers to adopt a code of laws for the government of schools.
5. What is the best method of preventing tardiness?

6. How can whispering be prevented in school?

7. What is the best method of teaching children to read?

On motion, adjourned until 9 o'clock, A. M., Friday.

FRIDAY, 18th.

D. Y. Kilgore offered the following resolutions:

Resolved, That it is the duty of every teacher to strive for the highest attainments in the art of teaching.

Resolved, That it is the duty of the parents to co-operate with the teachers in elevating the standard of public education in this county, by providing suitable school-houses, furniture and apparatus, and by increasing the compensation of teachers to an amount commensurate with the services rendered.

Resolved, That we recommend the formation of a teachers' association auxiliary to this in each town in Dane county.

Resolved, That we recognize in the Wisconsin Journal of Education an important auxiliary to the cause of public instruction, and it is the duty of the teachers of Dane county to sustain it.

The resolutions were discussed by Messrs. Kilgore, McKeever, Pickard, Warner, Smith and others, after which they were unanimously adopted.

Prof. Daniel Read, of the Normal Department in the State University, was introduced to the Association, and made some encouraging remarks.

Mr. Lewis introduced the following resolution, which was adopted:

Resolved, That in view of the high responsibilities of the teachers' profession, we will do all in our power to place it in a position that shall realize the utmost expectations of the most sanguine friends of education.

Adjourned to 7½ o'clock, P. M.

EVENING SESSION.—Association was called to order by the President, when Mr. J. F. Smith introduced the following resolutions:

Resolved, That the true interests of society demand that the sexes should be educated together in the same school and in the same classes.

Resolved, That the practice of confining young children six hours each day in the school-room, is inconsistent with a proper development of either body or mind.

Resolved, That in the opinion of this Association, the cause of education in this State would be promoted by abolishing our present system of town supervision, and adopting a system of county or district supervision.

The resolutions were adopted.

On motion the thanks of the Association were conferred upon the officers for the manner in which they have performed their duties.

The President then introduced Professor Read to the audience, who delivered an address upon the importance of teaching the principles of civil government in our common schools.

On motion,

Resolved, That the thanks of this Association are due to Prof. Read, for his very able lecture upon the necessity of teaching civil polity in our com-

mon schools, and that we as teachers will endeavor, as far as practicable, to train our pupils for the discharge of their duties as American citizens.

After some remarks by the President, the Association adjourned *sine die*.

F. F. MACKAY, Sec'y. D. Y. KILGORE, Pres't.

Editorial Department.

MEETING OF THE STATE TEACHERS' ASSOCIATION.

THE Meeting of the State Teachers' Association was largely attended, and the deliberations were characterized with good feeling. The speakers who participated in the discussion of matters brought before the Association, observed a gentlemanly bearing towards each other amidst differences of opinion; and in no instance did the excitement of debate lead any one to forget the amenities and courtesies which belong to well ordered deliberative bodies. The citizens of Waukesha are deserving of much praise for their kind attentions and hospitalities, to teachers and friends of education, who attended the meeting of the Association.

THE ADDRESSES.

Addresses were delivered during the session of the Association by A. C. SPICER, of Milton; J. G. MCMYNN, of Racine; J. B. TURNER, of Jacksonville, Ill.; D. Y. KILGROVE and Prof. REED, of Madison; and N. A. CALKINS, of New-York. It would be profitable to notice the leading thoughts of the several addresses, but no outlines so brief as our space would necessarily require, could do justice to the speakers. The subjects treated upon, had generally an immediate relation to the Public School interests of the State, and were calculated to be of practical benefit to teachers.

REPORTS OF COMMITTEES.

The reports of the several committees, to which subjects had been previously referred to be reported upon, were mostly written with ability, and exhibited study and research upon the matters to which they particularly related. Among the reports which excited the largest share of attention during the session, was that from the committee on Normal Schools. This report, as will be seen by the resolutions submitted, proposes several important changes in our common school system, especially in respect to school supervision. The merits of the plan as a whole, proposed by the committee, admit of differences of opinion, as the discussions of the Association fully evinced; but that portion of the report which asserts the inadequacy

of the town superintendent system, to secure a proper standard of education, met with very general concurrence. Indeed, on this point, there is a remarkable agreement throughout the State, by all who have bestowed any observation on the workings of our school system. It seems to be the prevailing sentiment, that some plan needs to be adopted which shall secure better talent for school supervision, than that afforded by the system of town superintendency. That there are many town superintendents well fitted to discharge the duties required of them is undeniable; but that a large majority of these officers are qualified by education and experience for the business of school supervision, will not be claimed. Very many of those holding this office, have their attention chiefly directed to other pursuits, and consequently make the business of school supervision a matter of but little study, and give it only a hasty examination. Besides, the compensation usually allowed to town superintendents is too small to induce them to spend any time to fit themselves for an intelligent discharge of the duties of the office. Unless by education and habits of study, they have an adaptation to the place, and at the same time feel sufficient interest to devote their attention to the duties, they will not be likely, from considerations of pecuniary profit, to take much pains in preparing themselves for the trust. To be fitted for any particular trade, profession or public calling, the individual needs to devote his attention and study to it; the necessity of this, is as true in respect to any educational duty, as to any other particular occupation.

The plan of a county, or district superintendency, possesses advantages, because it would give a wider field from which to select the requisite talent; it would secure the employment of those who would devote their entire attention to the duties, because the compensation which could be afforded, would make it an inducement so to do. The services of men would be obtained, who make common school interests a study, instead of men who make agricultural and mechanical business their chief occupation. — Such were some of the the thoughts elicited in the discussions of the Association, and similar views, we believe, are entertained by a large majority of educators in the State.

There are other advantages which might be derived from the plan of county or district superintendency, which cannot well be secured by the present system. The annual reports of the local school officers, as now made, do not sufficiently indicate the comparative condition of schools in the various towns and counties in the State; the localities in which the most practical means are employed, and where the most successful progress is made, are not represented in such a manner as to confer the greatest benefit upon the common schools in general. It is true, the reports made to the State Superintendent of Public Instruction from the several counties, show the average number of months schools have been taught, the average wages of teachers per month, &c. These statistics indicate something of the general educational condition of different localities, but there are other matters which ought to be made prominently to appear, and which are of

equal or more practical interest. In addition to the statistics which are now officially published, facts and suggestions in respect to the management of schools; methods of instruction and means employed for maintaining discipline; school exercises and physical training — in short, whatever pertaining to schools which has been found of practical utility in the several towns and counties, should, as far as possible, be gathered, and transmitted to the Department of Public Instruction. From such a collection of facts, observations and experiences, the State Superintendent would be enabled to collate and embody such an array of useful information, as could not fail to be highly beneficial to the common school interests of the State. No better illustration of the kind of facts and information we would have embodied in the annual report of the State Superintendent can be given, than by reference to the reports of the Superintendent of Schools of the State of New-York, during the period of county superintendency in that State. This, it is true, is going back several years in search of improvements, but we believe it will be conceded that the common schools of the State of New-York were never more prosperous, than when the system of deputy county superintendents prevailed, and when these officers embraced in their reports to the State Department, the kind of facts we have indicated. No official document from the State Superintendent's Department of New-York, has been issued since the repeal of the law creating county superintendents, containing so much valuable and practical instruction, as during the period of its continuance. In this way, many important truths and experiences may be made auxilaries to the cause of general education, which otherwise would be only of local benefit.

CONCLUSION.

Our space will not allow, in this number of the Journal, a review of other subjects of interest, embraced in the reports of committees, or brought before the Association in the shape of resolutions. We believe it to be the prevailing sentiment of all who attended the meeting of the Association, that it was a profitable one. All were inspired with new zeal to raise higher the standard of education, and to make our common school interests more prominently the interests of the whole people. These annual gatherings of teachers, are eminently calculated to incite increased activities, and greater devotedness in one of the most important departments of usefulness.

WALWORTH COUNTY INSTITUTE.—This is a new literary institution located at Genoa, Walworth county. A building for this school has been completed, the size of which is 25 by 40 feet—two stories high. The services of Emerson W. Peet, son of the late Rev. Stephen Peet, of this State, have been secured as Principal. Mr. Peet is a graduate of Amherst College. The first term will commence on the 23d of September, instant.

NOTES ON EDUCATIONAL MATTERS.

WAYLAND UNIVERSITY.—The new University building at Beaver Dam, we learn, will be ready for occupancy by the 10th inst. The edifice is beautifully located in the city of Beaver Dam, being 116 feet in length and three stories high above the basement. The cost of the building, completed, is estimated at $20,000. Three Professors, of acknowledged scholarship and experience in teaching, have been secured, and will be at their posts at the commencement of the ensuing term.

NEW SCHOOL HOUSES.—A contract has been let for building two Public School Houses in the city of Watertown, in this State. Cost of the buildings, $20,000.

MINNESOTA PUBLIC SCHOOL FUND.—The organic act of Minnesota grants to it, on its admission as a State, two sections of land in every township for the support of common schools. This is double the amount of land which has usually been granted to the new States for such a purpose.

THE RIGHT SPIRIT.—Several of the prominent citizens of Port Washington, seeing little or no hope of getting a tax voted by the inhabitants of the place, sufficient to build a Public School House, have undertaken the erection of a building by voluntary subscriptions. We learn that nearly six thousand dollars have already been subscribed for this purpose. The individuals who have undertaken this enterprise understand their true interests, and have enlightened views of the true elements of prosperity in a town. Port Washington claims a population of over three thousand, while, we are told, there are but two indifferent, ill-contrived and out-of-repair common school houses, to supply the wants of the population. We hope, before another year, Port Washington will have a school edifice that shall be the pride and ornament of the town.

STATE NORMAL UNIVERSITY OF ILLINOIS.—This Institution has been located at Bloomington, Ill. A building is to be erected sufficient to accommodate five hundred students. The contributions of the people of Bloomington, as appears from the papers of that city, are as follows: "$24,850, if the University is located within three-fourths of a mile of the railroad junctions; 160 acres of land, valued at $38,000, if the University is located upon it, and $70,000 from the county of McLane, dependent upon the revenue to be obtained from the swamp lands belonging to the State—the whole of these offers amounting to $141,825."

The first session of the University will commence on the first Monday in October next. C. E. Hovey, Editor of the *Illinois Teacher*, has been chosen Principal. Temporary accommodations will be provided until the University building is ready for use. Illinois is moving vigorously in the cause of common school education. The best men in the State are making earnest en-

deavors to increase the educational advantages, in proportion to the rapid advances in wealth and population.

☞ John G. McMynn, Principal of the Racine City High School, is now on a tour East, for the purpose of visiting some of the prominent institutions of learning in the Eastern and Middle States. The Board of Education of the city of Racine have placed at the disposal of Mr. McMynn $1000, for the purchase of Apparatus, and $500 for the purchase of a library for the Racine High School. This liberal provision of the Board of Education will add to the already enviable reputation of the Racine Public Schools. Public expenditures of this kind are the best guarantees for the future prosperity of the city.

Madison Public Schools.—Two of the contemplated new Public School houses in the city of Madison will soon be completed, and the best modern improvements will be regarded in their furnishment. The erection of suitable school buildings in Madison has been considerably delayed, but the friends of education have labored perseveringly, and will soon have the satisfaction of witnessing the consumation of their plans. D. Y. Kilgore, City Superintendent, has been untiring in his efforts, and the citizens of Madison are doubtless much indebted to him for the progress which has been made, and for the present encouraging condition of the schools.

Waukesha Union School.—We are inclined to believe the people of Waukesha are entitled to more credit than has been awarded them, on account of their public spirit in educational matters. Perhaps, from feelings of modesty, they have not taken so much pains to herald abroad their achievments, as some other towns have done. The Union School House at Waukesha would be creditable to any city, east or west. It is a large stone edifice, finished and complete; except single-chair seatings in the main rooms would have been an improvement. It stands in the centre of a lot containing three acres, enclosed with a neat and substantial fence. It now only needs one or two hundred shade trees, to render it a delightful play ground for children, and a place of pleasant resort for all classes. The out houses are models of their kind for neatness; no obscene disfigurings—not even a pencil mark is found about them.

Mr. A. A. Griffith has for some time past been the Principal; with the term which closed on the 11th of August last, we understand, his connection with the school ceased. Mr. Griffith leaves the business of teaching for the purpose of devoting his attention more exclusively to the profession of the law, and newspaper editing. So far as the interests of Public Schools are concerned, it is a matter of regret that Mr. Griffith has resolved to relinquish the occupation of teaching; he evidently has a fitness for this department of usefulness—the success of the Waukesha Union School is a proof of it.

Carroll College is another evidence of the liberalities of the people of Waukesha; large subscriptions have been made by the citizens to place this

Institution on a permanent pecuniary basis. The Waukesha Female Seminary is another instance of the educational enterprise of the people. This is a respectable stone building, the expense of its erection having been chiefly contributed by inhabitants of the place.

PUBLIC SCHOOLS IN THE CITY OF JANESVILLE.—The Public Schools of the city of Janesville were consolidated over two years ago, and placed under the control of a Board of School Commissioners—one from each Ward, appointed by the Common Council of the city. The powers of the School Commissioners, are such as are usually possessed by Boards of Education in cities. A Public High School was organized nearly two years ago, in a building formerly occupied as an Academy; and last year two Ward school houses were built at a cost of $13,500. These two Ward school houses are capable of seating, in the Primary and Intermediate department, 280 each. Other buildings of a temporary character, are now, also, used to accommodate shcolars in the Primary and Intermediate departments.

A contract has recently been let for building a new High School house, in the first ward of the city, to be completed on the first of July, 1858. The dimensions of this building, will be 101 by 66 feet on the ground, three stories above the basement; the style of architecture is Italian; its entire cost when completed, is estimated at $30,000

The present system provides a Primary and Intermediate department in each ward, and one High School for the city. The course of study as now prescribed by the Board of School Commissioners, contemplates two years in the Primary, two years in the Intermediate, and four years in the High School—making in all, eight years. The last two years in the High School, are designed to furnish a perparatory course to such students as desire to enter college. The present efficient principle of the High School, Mr. LEVI CASS, has done much to elevate it to its now flourishing condition, and gives it a wide reputation. Rev. H. Foot holds the office of City Superintendent.

The city of Janesville has done nobly, during the past two years, for the cause of Public Schools, and those who are now at the head of its educational affairs, appear to be of the right stamp.

EDUCATION IN MISSOURI.—The first number of a new monthly periodical, entitled *Missouri Journal of Education*, has recently been issued; it is published in the city of St. Louis, under the direction of the Missouri State Teacher's Association, and is in every respect a highly creditable paper.—Recent events in the history of Missouri, have infused new life and vigor in the various departments of enterprise. The physical resources of the State, are being rapidly developed, and its educational interests have taken a new start. The State Teachers' Association, which assembled at St. Louis, on the 6th of May last, was a large and influential body, gathered from various portions of the State; its transactions were characterized with spirit and earnestness. As an evidence of its determinations, a part of one of the resolutions, adopted near the close of the Convention, may be instanced:—"That we pledge ourselves not to rest from our labors, until they have re-

sulted in a *State Normal School, a Teacher's Association and Institute of Instruction*, in every county in our noble State, and the elevation of our *profession* in the public estimation, to the rank to which it is evidently entitled."

The Convention resolved to establish and maintain a Journal of Education, and subscriptions amounting to 500 copies were pledged by members present. It was also resolved to employ an agent to convass every county, hold teacher's conventions, and employ every available means to awaken an interest in the cause of general education throughout the State. The salary of the agent was fixed $1,500 a year.

The teachers of Missouri, have undertaken a great and noble work; the necessity for it may be learned from the report of the State Superintendent, which represents less than one-half of the entire number of children in the State of suitable age, as not attending any school—public or private. In speaking of school houses, the Superintendent says:—

"With regard to our district school houses, they are the old kind, ten by twelve log-cabins, with one door in the middle, and one oblong window extending from the door-casing to the corner of the house. Who has seen one, has seen the counterpart of nine-tenths of the school houses in the State—low, dismal, dreary things, in an open space by themselves, with missiles of every discription scattered around them; even the view is cause enough for the fever and ague of the whole neighborhood. No humane master would cabin his negroes in such noisome dens; and yet with an inexplicable infatuation, affectionate parents send their children there to sit and sweat a whole weary summer's day, to acquire habits of neatness and order, and a love of knowledge! Heaven grant that the children of this age, may not have to pass many more such weary days, and that the inhabitants of the districts in which such houses are found, may determine—and it requires no great liberality—to demolish these dirty remembrancers, and erect in their stead, neat, comfortable, New England school houses."

New School House in Milwaukee.—The new school building which will soon be completed, in the seventh ward, of the city of Milwaukee, is an ornament to the city. We have encouragement of being furnished with an engraved view of the building, for the next number of the *Journal*, when we will endeavor to give a more particular description of the edifice.

John G. McKindley, formerly Principal of the Kenosha High School, will have charge of the High School department, to be established in this school, at a salary of $1,500 per annum. No better selection of a Principal could have been made. Mr. McKindley ranks among the most accomplished and successful teachers in the State. H. B. Coe, formerly a teacher in the city of Racine, will have charge of the intermediate department, at a salary of $1000 a year.

St. Paul, Minnesota.—The city authorities of St. Paul, Minnesota, have voted to appropriate $36,000 for building school houses the present year.

WISCONSIN STATE TEACHERS' ASSOCIATION.

THE Fourth Annual Meeting of the Wisconsin State Teachers' Association, met in the Union School House, in the village of Waukesha, on Wednesday, the 12th of August, 1857.

FIRST DAY. — WEDNESDAY MORNING.

The Association was called to order at half-past ten o'clock, and opened with prayer by Rev. R. Boyd, of Chicago. After which, the President of the Association, A. C. Spicer, of Milton, delivered the opening address: subject—The responsibility of teachers, and the necessity of their studying well the duties of their calling.

The executive committee, through the chairman, A. L. Pickard, of Plattville, asked further time to report.

By consent of the Association, the Secretary was authorized to appoint one or more assistants.

On motion of A. L. Pickard, a committee on resolutions was appointed by the chair, consisting of Prof. Conover, of Madison; A. Pickett, of Horicon, and Prof. S. A. Bean, of Waukesha.

The Committee on Resolutions was made; also Committee on Honorary Members.

The Convention adjourned to 2 o'clock, P. M.

AFTERNOON SESSION.

The business of the afternoon was reported by the Chairman of the Executive Committee. On motion of A. L. Pickard, a committee was appointed to report suitable officers for the ensuing year. The chair appointed the following persons:

J. G. McKindley, of Kenosha; F. C. Pemeroy, of Milwaukee; D. Y. Kilgrove, of Madison.

On motion of Mr. Pickard, a committee was appointed to recommend a suitable place for the next meeting. The chair appointed

A. D. Hendrickson, of Whitewater; D. J. Holmes, of Sheboygan; G. McWhorter, of Milwaukee.

J. G. McMynn, chairman of the editorial committee, made the following report in regard to the Educational Journal.

Wisconsin Journal of Education, Vol. I., in account with JOHN G. MCMYNN, *Treasurer.*

DR.

To amount paid Hulett and Harrison, as per contract for printing, &c., . .	$2093 42
" for incidental expenses, ...	67 06
" C. S. Boynton for binding Journal, ...	189 80
" for services in conducting the Journal, ...	120 00
" on hand to Balance, ...	759 28
	$3229 56

CR.

By amount received on State Subscription of 3,400 copies of Journal, . .	$1700 00
" " individual subscription, ...	499 00
" collected for advertising in Journal, ...	1030 56
	$3229 56

On the above balance reported on hand, there is a demand of $480 which has not yet been audited by the proper authority. When this amount shall have been paid, the amount remaining on hand will be $279 28

The report was adopted. Mr. Pickard moved that an order be drawn on the treasurer for the amount voted to Mr. McMynn, at the last annual meeting, as resident editor — carried.

Mr. J. G. McMynn, of Racine, delivered an address on "*The condition and needs of Public Schools.*"

REPORT ON NORMAL SCHOOLS.

The report of the committee on Normal Schools was read by A. Pickett, of Horicon. Mr. P. stated that the committee had not fully agreed as to the report, but he would proceed to present a report on those points as to which they were agreed.

The report considered:

1st. The legitimate effect of good schools.

2d. The effect of schools on Society.

3d. The necessities of the present system of public education. The report urged that the teacher needs the highest of qualifications, and deprecated the fact that the masses are under the instruction of the ill taught and half taught. Very few teachers have any special training for that purpose. The average time spent in teaching is eighteen months. The average time spent in teaching in one place is five months; not more than one in ten likes to teach. The care of the schools is left to town superintendents who are rarely qualified.

The report concluded with the following resolution.

Whereas the present system of Town Superintendency, after thorough trial and proper time for experiment, does not seem adapted to secure the well being of our public schools, and the advancement of general education, and whereas, we believe there is not, at the present time, in our State, sufficient opportunity for obtaining the proper qualifications for the school-room, therefore,

Resolved, that we recommend in place of the present system of superintendency, the appointment of a State Board of Education, to consist of a State Superintendent, who shall be chairman, and local or district superintendents, whose duty it shall be to hold State teachers' institutes, to inspect schools and examine teachers, to establish and act as teachers of normal institutes within their respective districts, and also to act as board of regents of a State Normal School, to be established as soon as provided for.

Mr. Picket sustained the resolution in a speech, in which he spoke of the lack of education on the part of the teachers, and referred to the subject of the establishment of a normal school.

D. Y. Kilgrove, of Madison, (one of the regents of the State Normal School,) explained the action of the Board of Regents in reference to the

normal school. He wished this subject fully discussed, in order to such an arrangement as would conduce to the united action of the Association and Board of Regents, in asking for the necessary legislative action.

After some remarks by Messrs. Stout, Pickard and Kilgrove, on motion of D. Y. Kilgrove, the subject was re-committed to the committee, and a recess of ten minutes taken by the Association.

On the re-assembling of the Association, the committee reported the following resolutions:

Resolved, That the present system of Town Superintendency, after thorough trial, does not seem to be adapted to secure the well being of common schools, and the advancement of general education, and therefore ought to be abolished.

Resolved, That we recommend in place of the present system of superintendency, the appointment of a State Board of Education, to consist of the State Superintendent, County and Local Superintendents, whose duty it shall be to hold State Teachers' Institutes, to visit schools, to examine teachers, and to establish and act as teachers of Normal institutes, within their respective limits.

The resolutions, as now reported, were discussed by Prof. Conover, of Madison; Prof. Bean, of Waukesha; McMynn, of Racine; Strong, of Beloit; Kilgrove, of Madison; Pickard, of Platteville; Clarke, of Waukesha; Pradt, of Sheboygan; Stout, of Waukesha; Parsons, of Port Washington; Johnson, of Waupun; Bacon, of Monotowoc; and Bennet, of Waukesha.

On motion, the resolutions were referred to a special committee of five, viz: Rev. J. B. Pradt, of Sheboygan; R. C. Parsons, of Port Washington; Prof. Conover, of Madison; Rev. W. F. Clarke and Rev. C. B. Stout, of Waukesha.

Adjourned to 8 o'clock Thursday morning.

[On Wednesday evening, Prof. J. B. Turner, of Jacksonville, Ill., delivered an address to a large audience in the Baptist Church, subject — "*Wisdom and Knowledge, the Function of Books and Teachers.*"]

SECOND DAY. — THURSDAY MORNING, AUGUST 13th.

Minutes of previous day read. Mr. Pickard, chairman of the executive committee, reported the order of business for the forenoon.

On motion of D. Y. Kilgrove, the number of the committee to nominate officers was increased to five; accordingly the names of J. B. Strong and Milton Welch were added to the committee.

D. Y. Kilgrove moved the appointment of a committee of five, to nominate editors of the Journal of Education. The following gentlemen were appointed said committee, viz: D. Y. Kilgrove, J. L. Pickard, A. A. Griffith, J. M. Sterling, and J. B. Pradt.

On motion, the following persons were elected Honorary members of the Association, viz: Prof. J. B. Turner, of Jacksonville, Illinois; Col. M. Frank, of Kenosha; Rev. H. N. Bishop, of Chicago; Rev. J. B. Pradt, of Sheboygan; Rev'ds. Mr. Stout and Mr. Clark, of Waukesha; and N. L. Stout, Esq., of Monroe.

J. G. McMynn offered the following resolution, prefaced with appropriate remarks:

Resolved, That this Association has learned with sorrow the death of one of its first members and most earnest friends — Walter Van Ness.

Resolved, That it is due to his memory, that we bear testimony to his worth as a citizen, his usefulness as an educator, and his character as a man.

Resolved, That the secretary be requested to transmit a copy of these resolutions to the family of the deceased, assuring them of our sympathy in their deep affliction.

After remarks bearing testimony to the character and moral worth of the deceased, by J. L. Pickard and D. Y. Kilgrove, the resolutions were unanimously adopted by a rising vote.

On motion of Mr. McMynn, Hon. Coles Bashford was elected an Honorary member of the Association.

On motion, a committee was appointed to audit the Treasurer's account, consisting of J. P. Fisk, A. B. Cornwall, and A. J. Craig.

Reports of members on the condition of education in the several counties being in order, Mr. Welch, of Winebago county, made statements in respect to schools in that county.

By invitation, Mr. Churchman, Principal of Blind Asylum at Janesville, made some statements in respect to the condition and prospects of that institution.

J. B. Pradt, from the special committee to whom was referred the resolutions on Normal Schools, reported the following plan:

1. That District Boards should be retained.
2. That Town Superintendents should be retained.
3. That the Town Superintendents in each county should constitute a County Board of Education.
4. That the County Boards of Education should have power to elect one or more County Superintendents in each county, who shall visit schools, inspect teachers, hold Teachers Institutes, &c.
5. County superintendents should be salaried officers, and devote their whole time to the duties of the office.
6. The general control of the whole system of Public School education in the State, should be committed to a State Board of Education, consisting of ten members.
7. For the election of the State Board of Education, the State should be divided into ten districts; the County Superintendents in each such district meet annually as an electoral body, and elect a member of the State Board.
8. The State Board, to elect the State Superintendent, who should be ex-officio Secretary of the Board.
9. The State Board should prescribe in detail the qualifications to be required of teachers, and arrange a system of graduated certificates.

The foregoing report was discussed by J. H. Blodget, D. Y. Kilgrove, J. B. Pradt, and M. Welch. On motion of Prof. Bean, the report was laid on the table, to take the place of miscellaneous business in the afternoon.

J. B. Pradt, of Sheboygan, read a report on "*Practical Instruction in Christian Morality in Public Schools.*"

Mrs. B. F. Walker, of Racine, read a report "*On Method in Teaching.*"

D. J. Holmes, of Sheboygan, read a report on "*The best method of securing regular and punctual attendance at School.*"

The following resolution was offered for discussion:

Resolved, That in the education of the sexes, separate schools are both desirable and necessary.

Remarks were made in opposition to the sentiment contained in the resolution by Messrs. Pradt, Richards, McMynn, Clark, and Turner; after which the following substitute was unanimously adopted:

Resolved, That all the institutions of learning in the State should be open for the education of both sexes.

Adjourned to 2 o'clock, P. M.

AFTERNOON SESSION.

D. Y. Kilgrove, from the committee to nominate Editors for the Journal of Education, reported the following: J. L. Pickard, Platteville; J. G. McMynn, Racine; A. J. Craig, Palmyra; J. Emerson, Beloit; D. J. Holmes, Sheboygan; O. M. Conover, Madison; T. R. Williams, Albion; A. Pickett, Horicon; A. C. Barry, Sylvania. Report adopted.

The report of the special committee on Normal Schools was again taken up, and discussed by Messrs. Conover, Barry, Pickett, McMynn, Bean, Clark and others, and was finally laid aside to give place to the regular order of business.

D. Y. Kilgrove, of Madison, gave an address on the subject: "*What constitutes a Teacher?*"

A. A. Griffith gave a report "*On Reading.*"

Rev. Dr. Savage, President of Carroll College, extended an invitation to the Association to visit the College buildings and grounds.

H. B. Coe, of Racine, made some remarks on "*Music in Schools.*"

On motion of J. L. Pickard, it was voted to accept the invitation of Dr. Savage, and visit Carroll College at 7 o'clock, P. M. After singing, the Association adjourned to Friday, 8 o'clock, A. M.

[On Thursday evening, Prof. Reed, of Madison, delivered an address in the Baptist Church. Subject—"*Political Instruction in Schools.*" N. A. Calkins, of New York, also gave an address on the same evening at the same place; subject—"*Old fashioned and modern School Teaching.*"]

THIRD DAY.—FRIDAY MORNING, AUGUST 15TH.

Association opened with prayer by Prof. Conover.

J. G. McMynn, Treasurer of the Association, presented his report, as follows:

Wisconsin State Teachers' Association in account with J. G. McMynn.

Dr.		
Aug. 22, 1856,	To order,	$20 00
" 23, "	"	6 10
" 13, 1857,	"	25 00
" 14, "	"	24 50
	Amount to Balance on hand,	54 40
		$130 00

CR.

By amount received of Secretary at annual meeting of the Association, 1856,		$58 00
" " from Treasurer for 1855,		30 00
" " from Secretary at present session, (1857,)		42 00
		$130 00

Audited and found correct.

J. P. FISK,
A. B. CORNWALL, } *Committee.*
A. J. CRAIG,

J. G. McKindley, from the committee on the nomination of officers, reported as follows:

President:—O. M. CONOVER.
1*st Vice President:*—M. Frank.
2*d Vice President:*—R. C. Parsons.
3*d Vice President:*—G. B. Cooley.
Secretary:—J. W. Strong.
Treasurer:—J. G. McMynn.
Counselors:—A. J. Craig; J. B. Pradt; D. Y. Kilgore; F. C. Pomroy; A. A. Griffith.

Mr. Hendrickson, from a committee to recommend a place for the next meeting of the Association, reported in favor of Horicon, and the first day of August, 1858, as a suitable time.

Prof. Magoffin moved to amend by substituting Portage City, which amendment was carried, and Portage City agreed upon as the next place of meeting.

Prof. Conover, from the committee on resolutions, offered the following:

Resolved, That a system of exchanges of maps, drawings, and specimens of Natural History, among the schools of the State, would greatly conduce to a love of such studies, and to a cultivation of those feelings of mutual dependence and good will which ought to characterize those engaged in the great business of education.

Resolved, That the school laws of the State ought to be so amended, as to allow no child to enter the Public Schools under six years of age.

Whereas, It has become evident to the friends of education in the State, that unqualified persons are permitted to act as teachers in many of the Public Schools, therefore,

Resolved, That this Association does most earnestly entreat the Town Superintendents of the State to be more thorough in their examination of candidates, and refuse all monies to such districts as employ unqualified teachers.

Resolved, That the reports of the Normal School committee, and the committee to which the resolutions of the former were committed, be referred to a special committee of three, to be entitled, "The Committee on the Revision of the School Laws," and that the said committee be instructed to report at the next meeting of the Association.

Resolved, That the Editorial Committee be requested to secure the Lectures and Reports, read before this Convention, for publication in the *Journal of Education.*

Resolved, That we tender our thanks to the Lake Shore, La Crosse & Milwaukee, and the Racine & Mississippi Railroads, for their politeness in granting *free* return passes, to members of the Association.

On motion, A. Pickett, J. B. Pradt and A. A. Griffith, were appointed a committee, agreeable to the fourth resolution above reported.

Reports of delegates on the condition of schools in the several counties, were resumed. Mr. PICKARD spoke of the conditon of schools in Grant county; GEO. MCWHORTER gave a statement of the schools in Milwaukee county; Rev. H. FOOTE made a statement of the schools in the city of Janesville.—J. W. STRONG and B. C. ROGERS, spoke for Beloit. Mr. ZOLLER reported Columbia county; A. PICKETT, Dodge county; J. B. PRADT, Sheboygan county; O. R. BACON, Manitowoc county; S. JOHNSON, Washington county; J. JOHNSON, Walworth county; J. G. MCMYNN, Racine county; Prof. CONOVER, Dane county.

After some further general remarks and suggestions, by Messrs. MCMYNN, CONOVER, PICKETT, SPICER, MONTAGUE, STRONG, PRADT, and others, prayer was offered by the Rev. Mr. COOPER, and the Doxology sung, when the Association adjourned to meet at Portage City, on the first Wednesday in August, 1858. A. A. GRIFFITH, Secretary.

A. C. SPICER, President.

We here give a list of the members of the association, present:—

Miss C. W. Smith, Troy Centre; Miss S. L. Goodrich, Troy Centre; Miss L. A. Carey, Beloit; Miss E. B. Carey, Beloit; Miss Kate S. Wright, Madison; Miss E. U. Merritt, Turtle; Miss M. E. Brown, Turtle; Miss I. Sanford, Racine; Mrs. B. F. Walker, Racine; Miss A. M. Stewart, Janesville; Miss M. E. Loomis, Port Washington; Miss E. M. Oatman, Port Washington; Miss F. L. Oatman, Port Washington; Miss Miss E. L. Bissell, Hartford; Miss E. L. Smith, Heustesford; Miss Emily Weage, Ripon; Miss Eliza Washburn, Pewaukee; Miss Alice Perry, Brookfield; Miss Jennie Merrill, Warren, Pa.; Miss Abbie Merrill, Warren, Pa.; Miss A. M. Stone, Janesville; Miss L. O. Cowden, Oshkosh; Miss Mary Stewart, Pewaukee; Miss Harriet R. Olin, Omro; Miss N. E. Trowbridge, Milwaukee; Miss Sarah Thistlewaite, Merton; Miss S. Nicholson, Hartland; Miss S. F. Sears, Waukesha; Miss J. Woolsey, Waukesha; Miss S. A. Steel, Waupacca Falls; Miss E. H. Cram, Waukesha; Miss Sarah Bell, Pewaukee; Miss Mary C. Osgood, Milwaukee; Miss Zylpha B. Trowbridge, Greenfield; Miss Sarah A Green, North Prairie; Miss Julia M. Hatch, North Prairie; Miss L. A. Heimsley, Whitewater; Miss R. M. Hamilton, Whitewater; Miss Armida Ayer, Janesville; Miss Sophia Toby, Waukesha; Miss A. A. Wheeler, Waukesha; Miss M. C. Nelson, Waukesha; Miss Ella M. Sargeant, Waukesha; Miss Mary G. Sherman, Waukesha; Lois T. Jones, Alton, N. N.; Mrs. H. S. Zoller, Portage City; Miss Lavina Tead, Milwaukee; Miss Isabella Rogers, Milwaukee; Miss Martha Walkins, Milwaukee; Miss M. H. Baldwin, Milwaukee; Miss Francis Duggan, Milwaukee; Miss Cathrine Cavanaugh, Milwaukee; Miss Mary Osborn, Watertown; Miss Julia Johnson, Brookfield; Miss Kate Kerin, Wauwatosa; Miss Sarah Osborn, Wauwatosa; Miss Lucella Morgan, Wauwatosa; Miss Eliza Osborn, Wauwatosa; Miss Emma Warren, Wauwatosa; Miss Feances Degraff, Brookfield; Miss H. A. Wheeler, Sheboygan; Miss L. M. Wheeler, Sheboygan; Miss Eliza Graham, Milwaukee; Miss Elizabeth Deway, Milwaukee; Miss Sarah Church, Milwaukee; Miss L. C. Mattice, Waterloo; Miss Etta Harington, Hartland; Miss Anna P. Hubbard, Beloit; Miss Maria S. Southard, Beloit; Miss Ada M. Meehan, Elkhorn; Miss C. A. Willey, Janesville; Miss Amanda Herkimer, Janesville; Miss T. L. Bacon, Milwaukee; Miss Mason, Oconomowoc; Mrs. C. A. Sheldon, Racine; Miss Nancy Comstock, Summit; Miss Abby Fay, Oconomowoc; Mrs. Mary L. Woodruff, Oconomowoc; Miss Colby, Ocon-

omowoc; Miss Mary A. Billings, Whitewater; Miss M. Antoinette Roberts, Whitewater; Miss Maria Holbrook, Whitewater; Miss Alvira Thomas, Whitewater; Miss Lucy Clapp, Whitewater; Miss Frankie Cheney, Whitewater; Miss Ellen Merrill, Waukesha; Miss Emma Marsh, Milwaukee; Miss Cyntha Brown, Pewaukee; Miss Mary McWhorter, Vernon; Miss Mary Comstock, Oconomowoc; Miss Wealthy Colby, Oconomowoc; Mr. and Mrs. Spicer, Milton; Mr. and Mrs. A. Pickett, Horicon; Mr. and Mrs. J. G. McMynn, Racine; Prof. and Mrs. J. W. Stearling, Racine; Chancellor John H. Lathrop, Madison; A. J. Craig, Palmyra; I. M. Bingham, Palmyra; A. A. Griffith, Waukesha; J. H. Magoffin and lady, Clarkesville, Tenn.; Frederick Smith, Waukesha; Ira Kimball, Waukesha; E. F. Spaulding, Francestown, N. H.; Miss C. Brown, Pewaukee; Miss A. Perry, Pewaukee; Mrs. Porter, Pewaukee; Frank Stevens, Oconomowoc; W. H. Hardy, Genessee; James H. Stoddard, Milwaukee; Ira A. Williams, Racine; Samuel Lewis, Whitewater; Rev. H. Foote, Janesville; A Constantine Barrey, Sylvania; S. M. White Lisbon; N. A. Calkins, N. Y.; Prof. S. A. Bean, Waukesha; Prof. Spaulding, Milwaukee; D. J. Holmes, Sheboygan; Isaac Johnson, Wappun; H. B. Coe, Racine; G. W. DeClark, Beaver Dam; Ira Bushnell, Omro; J. M. Frey, Wautoma; R. M. McKee, Elkhorn; Prof. Reed, Madison; Prof. Churchman, Blind Asylum, Madison; W. C. Allen, Lindon; Rev. J. A. Hart, Genoa; D. H. Ives, Horicon; Wells Powell, Janesville; Isaac Botlenley, Eagle; Mr. Fisk, Beloit; John H. Felch, Somers; A. R. Cornwall, Albion; T. R. Williams, Albion; Rev. J. B. Pradt, Sheboygan; J. J. M. Angier, Berlin; J. B. Turner, Jacksonville, Ill.; M. Frank, Kenosha; Rev. H. N. Bishop, Chicago, Ill.; J. L. Pickard, Plattesville; Milton Welch, Oshkosk; G. B. Cooley, Ripon; F. C. Pomeroy, Milwaukee; E. W. Peat, Beloit; James W. Strong, Beloit; Rev. Chas. B. Stout, Waukesha; N. L. Stout, Monroe; I. H. Blodgett, Jacksonville, Ill.; B. C. Rogers, Beloit; George McWhorter, Milwaukee; O. R. Bacon, Manitowoc: John Austin, Ripon; Rev. J. G. Montfort, Glendale, Ohio; W. H. Rexford, Beloit; A. D. Hendrickinson, Whitewater; M. Montague, Milton; T. M. Bailey, Two Rivers; J. A. Loomis, Appleton; W. E. Cady, Plymouth; W. O. Butler, Plymouth; R. C. Parsons, Port Washington; D. Y. Kilgore, Madison; William Sharp, Port Washington; Prof. Conover, Madison; F. D. Hazeltine, Waukesha.

☞ A notice of the Horicon Union School, of which Mr. A. Picket is Principal, is unavoidably omitted in this number,

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Obituary.

Walter Van Ness died in Nebraska Territory on the 3d of July last, aged 30 years. Mr. Van Ness was, during several years, a Teacher in this State, and his labors as such were attended with much success. He was among the first to urge the organization of a State Teachers' Association, and was assiduous in his efforts for the accomplishment of this object. The great interests of education, especially common schools, chiefly absorbed his attention. Possessed of a generous nature, noble impulses, and a gentlemanly bearing, he readily gained the esteem of all who became acquainted with him. He has passed away, but his memory will be cherished in many a heart.

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WESTWARD MOVEMENT OF THE CENTER OF POPULATION, AND OF INDUSTRIAL POWER IN NORTH AMERICA.

In the rapidly developing greatness of North America, it is interesting to look to the future, and speculate on the most probable points of centralization of its commercial and social power. I leave out the political element, because, in the long run, it will not be very potential, and will wait upon industrial developments. I also omit Mexico, so poor, and so disconnected in her relations to the great body of the continent.

Including with our nation, as forming an important part of its commercial community, the Canadas, and contiguous provinces, the center of population, white and black, is a little west of Pittsburg. The movement of this center is north of west, about in the direction of Chicago. The center of productive power can not be ascertained with any degree of precision. We know it must be a considerable distance east and north of the center of population. That center too, is on its grand march westward. Both, in their regular progress, will reach Lake Michigan. The center of industrial power will touch Lake Erie, and possibly, but not probably, the center of population may move so far northward as to reach Lake Erie also. Their tendency will be to come together; but a considerable time will be required to bring them into near proximity. Will the movement of these centers be arrested before they reach Lake Michigan? I think no one expects it to stop eastward of that lake; few will claim that it will go far beyond it. Is it not, then, as certain as anything in the future can be, that the central power of the continent will move to, and become permanent on, the border of the great lakes? Around these pure waters will gather the densest population, and on their borders will grow up the best towns and cities. As the centers of population and wealth approach and pass Cleveland, that city should swell to large size. Toledo will be still nearer the lines of their movement, and should be more favorably affected by them, as the aggregate power of the continent will, by that time, be greatly increased. As these lines move westward towards Chicago, the influence of their position will

be divided between that city and Toledo, distributing benefits according to the degree of proximity.

If we had no foreign commerce, and all other circumstances were equal, the greatest cities would grow up along the line of the central industrial power, in its westward progress, each new city becoming greater than its predecessor, by the amount of power accumulated on the continent, for concentration from point to point of its progress. But as there are points from one resting place to another, possessing greatly superior advantages for commerce over all others, and near enough the center line of industrial power to appropriate the commerce which it offers, to these points we must look for our future great cities. To become chief of these, there must be united in them the best facilities for transport, by water and by land. It is too plain to need proof, that these positions are occupied by Cleveland, Toledo and Chicago.

But we have a foreign commerce beyond the continent of North America, by means of the Atlantic Ocean, bearing the proportion, we will allow, of one to twenty of the domestic commerce within the continent. This proportion will seem small to persons who have not directed particular attention to the subject. It is, nevertheless, within the truth. The proof of this is difficult, only because we can not get the figures that represent the numberless exchanges and equivalents among each other, in such a community as ours.

If we suppose ten of the twenty-nine millions of our North American community to earn, on an average, $1.25 per day, 312 days in the year, it will make an aggregate of nearly four thousand millions of dollars. If we divide the yearly profits of industry equally between capital and labor, the proportion of labor would be but $1.25 per day, for five millions of the twenty-nine millions. The average earnings of the twenty-nine millions, men, women and children, to produce two thousand millions yearly, would be 22 cents a day, for 312 working days. This is rather under than over the true amount; for it would furnish less than $70 each for yearly support, without allowing anything for accumulation.

Of the four thousand millions of yearly production, we can not suppose that more than one thousand millions is consumed by the producers, without being made the subject of exchange. This will leave three thousand millions as the subjects of commerce, internal and external. Of this, all must be set down for internal commerce, inasmuch as most of that which enters the channel of external commerce, first passes through several hands, between the producer and exporter. Foreign commerce represents but one transaction. The export is sold, and the import is bought with the means the export furnishes. Not so with domestic commerce. Most of the products which are its subjects, are bought and sold many times between the producer and ultimate consumer. Let us state a case:

I purchase a pair of boots from a boot dealer in Toledo. He has purchased them from a wholesale dealer in New York, who has bought them of the manufacturer in Newark. The manufacturer has bought the chief material

of a leather dealer in New-York, who has made the purchases which fill his large establishment from small dealers in hides. These have received their supply from butchers. The butchers have bought of the drovers, and the drovers of the farmers. If the boots purchased are of French manufacture, they have been the subject of one transaction represented in foreign trade, to-wit: their purchase in Paris by the American importer; whereas, they they are the subject of several transactions in our domestic trade. The importer sells them to the jobber in New-York; the jobber sells them to the Toledo dealer, who sells them to me.

It can scarcely admit of a doubt, that the domestic commerce of North America bears a proportion as large as twenty to one of its foreign commerce. Has internal commerce a tendency to concentrate in few points, like foreign commerce? Is its tendency to concentration less than that of foreign commerce? No difference, in this respect, can be perceived. All commerce develops that law of its nature, to the extent of its means. Foreign commerce concentrates chiefly at those ports where it meets the greatest internal commerce. The domestic commerce being the great body, draws to it the smaller body of foreign commerce. New York, by her canals, her railroads, and her superior position for coastwise navigation, has drawn to herself most of our foreign commerce, because she has become the most convenient point for the concentration of our domestic trade. It is absurd to suppose she can always, or even for half a century, remain the *best* point for the concentration of domestic trade; and, as the foreign commerce will every year bear a less and less proportion to the domestic commerce, it can hardly be doubted that, before the end of one century from this time, the great center of commerce of all kinds, for North America, will be on a lake harbor. Supposing the center of population (now west of Pittsburg) shall average a yearly movement westward, for the next fifty years, of twenty miles; this would carry it one thousand miles northwestward from Pittsburg, and some five hundred or more miles beyond the central point of the natural resources of the country. It would pass Cleveland in five years, and Toledo in eleven years, reaching Chicago, or some point south of it, in less than twenty-five years. The geographical center of industrial power is probably now in north-eastern Pennsylvania, having but recently left the city of New York, where it partially now for a time remains. This center will move at a somewhat slower rate than the center of population. Supposing its movement to be fifteen miles a year, it will reach Cleveland in twenty years, Toledo in twenty-seven years, and Chicago in forty-five years. If ten years be the measure of the annual movement northwestward of the industrial central point of the continent, Cleveland would be reached in thirty years, Toledo in forty, and Chicago in sixty-three years. It is well known, that the rate at which the center of population in the United States is now moving westward, is over fifteen miles a year, and that it is moving with an accelerated speed. It is obvious that the center of population, and the center of industrial power, now widely separated, by the nature of the country between New York and Cleveland, by the super-

iority in productive power of the old Northern and Middle States over the Northwest; and still more, by the inferiority of industrial power of the plantation States, compared with the region lying north of them, will have a constant tendency to approximate, but can never become identical. The constant tendency of the center of industrial power will be northward, as well as westward. This will be determined by the superiority of natural resources of the Northwest over the Southwestern section, by the use of a far greater proportion of machine labor, in substitution for muscular labor, in the northern region, and also by the superior muscular and mental power of the inhabitants of the colder climate. To these might be added the immense advantage of a vastly greater accumulated industrial power, in every branch of industry, and the tendency of the superabundant capital of the Old world to flow into the free States, and the country north of them.

In the view of the subject which has been taken here, it will be seen that the trade of the British provinces north of us has been considered a portion of our domestic trade, and that Mexico and California have been left out of our calculation. These may be allowed to balance each other. But, together or apart, they will not be of sufficient importance to our continental commerce, to vary materially the results of its future for the next fifty years, as developed in this paper.

At their present rates of increase, the United States and the Canadas, fifty years from this time, will contain over one hundred and twenty millions of people. If we suppose it to be one hundred and five millions, and that these shall be distributed so that the Pacific States shall have ten millions, and the Atlantic border twenty-five millions, there will be left for the great interior plain seventy millions. These seventy millions will have twenty times as much commercial intercourse with each other, as with all the world beside. It is obvious, then, that there must be built up in their midst the great city of the continent; and not only so, but that they will sustain several cities greater than those which can be sustained on the ocean border.

This is the era of great cities. London has nearly trebled in numbers and business since the commencement of the current century. The augmentation of her population in that time, has been a million and a half. This increase is equal to the whole population of New-York and Philadelphia; and yet it is probable that New-York will be as populous as London in about fifty years. A liberal but not improbable estimate of the period of duplication of the numbers of these great cities would be, for London, thirty years, and for New-York fifteen years. At this rate, London will have four millions and seven hundred thousand, and New York three millions four hundred thousand, at the end of thirty years. At the end of the third duplication of New York—that is, in forty-five years, she will have become more populous than London, and number nearly seven millions. This is beyond belief, but it shows the probability of New York overtaking London in about fifty years.

A similar comparison of New York and the leading interior city—Chicago—will show a like result in favor of Chicago. The census returns show the

average period of duplication to be fifteen years for New York, and less than four years for Chicago. Suppose that of New-York for the future should be sixteen years, and that of Chicago eight years, and that New York has now, with her suburbs, nine hundred thousand, and Chicago one hundred thousand people. In three duplications, New York would contain six millions, two hundred thousand, and Chicago, in six duplications, occupying the same length of time, would have six millions four hundred thousand. It is not asserted as probable, that either city will be swelled to such an extraordinary size in forty-eight years, if ever; but it is more than probable that the leading interior city will be greater than New York fifty years from this time.

A few words as to the estimation in which such anticipations are held. The general mind is faithless of what goes much beyond its own experience. It refuses to receive, or it receives with distrust, conclusions, however strongly sustained by facts and fair deductions, which go much beyond its ordinary range of thought. It is especially skeptical and intolerant towards the avowal of opinions, however well founded, which are sanguine of great future changes. It does not comprehend them, and therefore refuses to believe; but it sometimes goes further, and, without examination, scornfully rejects. To seek for the truth, is the proper object of those who, from the past and present, undertake to say what will be in the future, and when the truth is found, to express it with as little reference to what will be thought of it, as if putting forth the solution of a mathematical problem.

If it were asked, whose anticipations of what has been done to advance civilization, for the past fifty years, have come nearest the truth—those of the sanguine and hopeful, or those of the cautious and fearful—must it not be answered that no one of the former class had been sanguine and hopeful enough to anticipate the full measure of human progress, since the opening of the present century? May it not be the most sanguine and hopeful only, who, in anticipation, can attain a due estimation of the measure of future change and improvement, in the grand march of society and civilization westward over our continent?—*Hunt's Merchants' Magazine.*

MEANS OF CULTIVATING A CORRECT LITERARY TASTE.

The following practical suggestions to teachers, for the cultivation of a correct literary taste, are taken from an essay read before a Teachers' Institute in Ohio:

"We are a reading people; and writers are as numerous as forest leaves. * * * * After our school days are over, general reading becomes a principal source of mental improvement; therefore it is important that we should know *what* to select and *how* to read. But what is the present state of the public mind in this respect? How many adults, intelligent, too, in

some sense, who can not name a dozen standard authors, with the time they flourished, and the nation to which they belonged. If it be true that our literary taste, as well as character, is formed in youth, how can teachers best succeed in so moulding the mental habits of pupils, that they may not waste precious hours, all through life, in the perusal of worthless books? How train them to discern what is valuable and what is not—to know *why* one book should be preferred to another?

"To commence, we would assign to a class, in addition to the lesson they are to read, an account of some popular standard author—say Longfellow or Bryant. Let each pupil prepare a brief biographical sketch, drawing materials from any and all available sources. You have no idea, if you never tried it, of the number of interesting facts that will thus be accumulated. For example, if the lesson be on Bryant, one will tell you where he was born and when, and the profession of his immediate ancestors; another that he published a volume of poems at the early age of fourteen; another that he practiced law for some time, and afterwards travelled through Europe, &c. The statement of these facts will be intensely interesting to the class, and they will wish to learn more of him. You might now tell the class to read all the articles in their book which were written by Bryant, and request each one to select the paragraph he or she thinks the best. Here you will test the inclinations of the different minds.

"At the next recitation have the selected passages read, and ask each pupil the *reason* for his choice. Compare and analyze each sentence, and bring out beauties and faults; thus you will begin to form taste. Our mind may be different from others, but we have found more delight in conducting such exercises than any other within the range of the profession. It is a joy to see their minds awake to the appreciation of the beautiful and true. Instead of drawling listlessly through the thirty-two stanzas of Gray's Elegy, without acquiring two definite ideas, they will soon learn to drink in the exhaustless richness of the verse. Every line will fill the mind with vivid pictures. When they read—

"Now fades the glimmering landscape on the sight,"

the imagination sees the hills and valleys reposing in the mellow twilight, and the pleasure felt is increased by reading—

"And all the air a solemn stillness holds,
Save where the beetle wheels his droning flight,
And drowsy tinklings lull the distant folds."

"Solemn stillness"—they can almost feel its magic charm, and hear those "drowsy tinklings." It were worth a day of toil to read these four lines with a full appreciation.

"Having studied the passages selected from one author, take another, and investigate his compositions in the same manner. Then compare the two, and note the points of agreement and difference in style. See which excels in imagery or in any other respect. Soon the pupil will learn to observe

not only the style but the substance of what he reads, and will discover who are the writers that *think*.

"After this there will be a definite object in their reading, vain and aimless wanderings from one book to another will be avoided, pure taste will have a chance of development, and useful books will be preferred to trash. Thus will true scholars be made—thus real authors."

SPELLING.

Our articles upon the incompetence of Public School teachers, however deficient in other respects, had certainly the merit of telling the truth, and, we flatter ourselves, of telling it pretty plainly. We are glad to say that they have excited attention throughout the country, and we are equally sorry to say that they have provoked disclosures of ignorance more profound and widely spread than we had supposed possible. We have ample evidence that this discreditable deficiency is not confined to New-York. Even from New-England, the Public Schools of which are popularly considered the best in the country, we have received numerous and strong complaints, while the letters upon the subject which come to us from the West are of the same tenor. Thus a friend in Illinois sends us word that in the South and West, during the last twenty years, he has had under his direction a great number of teachers, has scrutinized the qualifications of hundreds of others, and found hardly one fit for the profession. He has pursued a sensible course, and has resolutely insisted that instructors under his management should study as well as teach. In doing this, he has discovered that those of the greatest merit, and who were naturally fitted for usefulness in their profession, were the least impatient of suggestion and the least sensitive to correction. It is the teacher who is not only ignorant, but unwilling to make the exertions necessary to supply his or her deficiencies, who whines the most plaintively or flies into the greatest passion at exposure. It is the teacher who is most conscious of deserving rebuke, who cries out the most pitifully that he has been slandered. Under such painful circumstances, instead of writing bad English to the newspapers, it would be a great deal wiser to expend a little money in the purchase of Webster's Spelling Book and Murray's Grammar, and a little time in the study of those venerable volumes.

As the result of his long experience, our friend in Illinois also declares that very few college-bred men can spell decently, or construct English sentences accurately. This is one of the complaints made by us in the very beginning of the controversy, and it is perhaps the very one which has been received with the least equanimity. It was considered really intolerable to hint that one might write A. B. after his name, might have a little knowledge of Latin and Greek and Mathematics, and yet be absolutely unable to

write and spell his own language correctly. And yet it is not difficult to account for this deficiency. In too many of our universities those branches of learning are most esteemed which have not a living utility but a dead respectability. In what college, we should like to know, does the attention paid to the study of the English language bear anything like a decent proportion to that given to the cultivation of the classics, as they are absurdly called, just as if Milton and Addison were not as classical as Homer and Horace? What position does the Professor of Rhetoric occupy in the Faculty? How many such Professors are fit for their places? Who does not know many such, the merest addle-headed pedants, who year after year give out such exciting themes to their classes as "*Dulce et decorum est pro patria mori*," and who annually inform wondering freshmen that the first sentence of an essay should be short? The country is searched for able Professors of Latin and Greek, but almost anybody is thought fit to be a Professor of English. The consequence is, that students who learn to write our beautiful language with power and elegance do so after they have left the encircling arms of *Alma Mater*, have been knocked about a little in the world, and have discovered the difference between the ornamental and the useful.—*N. Y. Tribune.*

DOES THE MISSISSIPPI RUN UP HILL?

THAT'S the question. Dr. Boynton takes the affirmative, and Horace Mann the negative. Who shall decide when doctors disagree? It is a fact that the figure of the earth is an oblate spheroid, having its equatorial diameter more than 26 miles longer than its polar diameter, and consequently the equatorial regions are some 13 miles further from the earth's center than the poles are. If the earth were at rest, the water in the tropical regions would flow with great rapidity toward the poles, until the equilibrium, as far as water is concerned, would be restored. The Mississippi would flow from its mouth to its source, the former being over two miles further from the center of the earth than the latter. It is therefore evident that the water in this river, as it now flows, rises or recedes from the earth's center between two and three miles, in passing from its source to the Gulf of Mexico.

"But how can water run up hill?" asks Horace Mann and others. For the same reason that water on a grindstone in motion will mount the center ridge instead of running off at the sides. The revolution of the earth round its axis gives all bodies on its surface, especially water, a tendency to the equator; and this tendency is sufficient to counterbalance the rise in the surface in the same direction; in fact, the one is the cause of the other. Water is therefore free to flow in any direction, which inequalities on the surface, thus balanced, may occasion. If the daily rotation of the earth

becomes slower, the tendency of bodies to the equator would diminish, and the water would flow toward the poles, until another surface equilibrium were established. If the rotation become more rapid, the water would rush toward the equator, till the equilibrium was restored. These opposite forces, the centrifugal and centripetal, will always balance each other.

How Mr. Mann could be puzzled about so clear a matter, is singular. One would imagine that the mind which could originate the idea of marrying a man to twenty fine ladies of the modern school without subjecting him to a charge of bigamy, would be able to comprehend a very simple problem in natural philosophy.—*Quincy (Ill.) Republican.*

REPORT ON IRREGULARITY.

READ BEFORE THE STATE TEACHERS' ASSOCIATION AT WAUKESHA, AUG. 13, 1857.

"Days of Absence, sad and dreary."

IRREGULARITY is the root of school evil. In blackness of consequences, compared with it, desertion in the army is an angel of light.

Irregularity heaps on a school reproach; breeds in a school inefficiency; thins it like a pestilence; like a wasting disease, drags it down to a state of dullness and indifference to study, which may well be called h—ll.

Low views in regard to education, or wrong views as to the manner of getting it, produce most irregularity. The district need to be taught the philosophy of the subject. A school-day, like a dish, has an intrinsic and a relative value. A school-term is just as much of a unit as a set of dishes. A scholar can no more lose a day from the one than a purchaser can spare a dish from the other. In either case, more is lost than the value of a single day or of a single dish.

Wrong views in a district as to the usefulness of regularity must be removed. The majority of every community, where the schools are of an inferior order, will say, "I don't see that a day out of school, now and then, can do any harm." Don't a little whisky, taken now and then, do any harm? The wine of irregularity is as dangerous as the wine of the grape. Teach not your children to look upon it when it is red. Irregular schooling injures a scholar just as much as irregular milking injures a cow. Twice a day, and every day, is the motto in both cases.

The expedients calculated to break up irregularity are of two kinds: those which operate as punishments, and those which operate as rewards. The following penal expedients probably deserve a place in the memory of the Association:

1st. Obliging an irregular scholar to enter a lower class.

2d. Obliging an irregular scholar to go into a lower department.

3d. In all cases and in all schools, without any exception, exacting a written statement from the parent, showing consent and cause of absence.

4th. For occasional cases, a gentle application of birch.

5th. Forfeiture of seat.

6th. Putting the school in charge of a trusty scholar and going after the absent, gives the teacher a chance to speak his mind when he can speak it, and to strike a blow when he can strike it, at a time and in a place where it ought to be struck.

7th. Where you do not go yourself, in all cases note vacancies the instant school is called, and dispatch scholars to know the reason.

8th. In all cases and in all schools, oblige scholars to make up and recite after school all the lessons which were recited in their absence. Where enforced, inexorably, than this I know of no better penal regulation.

Now for the expedients which operate as rewards:

1st. The first day of the term, notify your school that on the last day of the term you will have something which will draw out the neighborhood, and that then before all you will write on the blackboard the names of those who have been neither tardy nor absent.

2d. If the neighborhood do n't come, have the list published, or nailed up in the post-office, or have the clergy read it in church.

3d. Have taken, in a lovely group, the daguerreotype of those who have been neither tardy nor absent; there is no handsomer school-room picture than it will form.

4th. Let all the parents have their babies named after scholars who have been neither tardy nor absent. Thus generations to come will know that regularity and punctuality excited your admiration and received your reverence.

While expedients are merely the bugler's epaulets and standard of the war against irregularity, the munition of rock is the hostility, the settled unceasing hostility of the teacher himself. He must hate irregularity with vengeful, brick-bat animosity. Causticity cannot be extravagant in the premises. Let it have free course and be glorified.

Be not acid to the pupil and oil to the parent. Do n't rake down one and rub down the other. Let both feel the rowel of malignant justice. Every case of irregularity or unpunctuality, save for sickness, is such an indignity offered a holy cause, and is calculated to produce such horrible malformation of character in the pupil himself, as to awake the tiger in a teacher, and utterly preclude all pretty-faced, simpering, pussy-cat twaddle.

Let but the teacher set his face like a flint, and stand against the evil like a beaten anvil to the stroke, and the incubus will vanish like the baseless fabric of a vision, nor leave a wreck behind. A teacher can, and a teacher ought to educate a community, to regard irregularity just as they do the itch.

D. J. Holmes, *Sheboygan.*

WISCONSIN INSTITUTE FOR THE EDUCATION OF THE BLIND.

[We cheerfully give place to the following article, which has been sent to us for publication in the Journal.—Ed. Journal.]

This Institution, now suspended on account of the annual vacation, will be re-opened on the first Monday of October next.

During the present season the building will be so far completed as to afford ample accommodations for more than double the number of pupils heretofore in attendance, and all the necessary appliances for comfort and instruction will be correspondingly increased, so that its capacity for usefulness in the noble work allotted to it will be greatly enhanced as compared with the past.

The design of the Institute is to furnish all the young blind of both sexes, residing in the State, whether native or foreign born, with the means of a thorough education, as well as a comfortable and pleasant home during their term of instruction.

The school course comprises all the branches which are necessary to a good English education, together with vocal and instrumental music. Instruction is also given in a variety of mechanical employments, by means of which many will be enabled to procure a competent support after leaving the Institute. Especial attention is likewise given to the formation of correct personal habits, so that the plan of education pursued has reference to the moral and physical, as well as the intellectual powers.

In the boarding department of the Institute, everything needful for the promotion of the health, comfort and convenience of the inmates is provided, and no pains is spared by the officers to make them as happy and contented as they could be at their new homes. In case of sickness, they receive prompt medical attendance, and are watched over with parental solicitude by the superintendent and matron.

The school session occupies ten months in each year, leaving a vacation of two months, which is spent by the pupils at their homes.

The term of instruction is not limited to any definite number of years, but the stay of each pupil is determined by the advancement made, and consequent fitness for graduating.

The rule pertaining to the ages of pupils embraces only those who are not under eight or above twenty-one years, but exceptions are sometimes made in peculiar cases.

No person of confirmed immoral character is knowingly received into the Institute.

All the benefits of the Institution, including boarding as well as instruction, are furnished to the blind residing in Wisconsin *free of any charge*, it being supported by legislative appropriations as a department of the Common School system of the State. The only expense attendant upon a course of instruction is for clothing and traveling to and from the Institute.

Persons wishing to make application for the admission of pupils, or to gain further information concerning the Institute, will address their communications to W. H. CHURCHMAN, Superintendent of Wisconsin Institute for the Blind, Janesville, Wisconsin.

N. B.—As the existence and design of this Institution are but little known in some sections, papers throughout the State, whether printed in foreign languages or English, will confer an incalculable benefit upon the blind of their respective neighborhoods, and likewise aid the Institute in its benevolent work, by giving the above several insertions.

An appeal is here made to the Philanthropic of all classes to co-operate with the Institute, by using their efforts in procuring the attendance of all the unfortunate children of the State whose condition it aims to ameliorate.

SUPERINTENDENT.

GYMNASIA AT SCHOOLS AND COLLEGES.

AMONG other indications that education is beginning to be established on a sensible basis, we are happy to learn that the University of Virginia has devoted fifteen hundred dollars to the establishment of a Gymnasium for the use of the students, while, in the words of an exchange, "California has passed a law to make the scientific development of the human body the order of the school hours upon the Pacific," meaning that all her Common Schools are to have the necessary apparatus for physical exercise, with teachers of gymnastics.

Could the entire public only be once awakened to the fact that the young study better and learn more when the health is vigorous, and the body strengthened by daily exercise, we should unquestionably at once see a gymnasium with a teacher connected with every school of any account in the country. And yet the opinion of the most experienced and judicious physicians and physiologists in the country is decidedly and unhesitatingly to this effect. There is not one child in twenty in the country whose physical education is in due correspondence to its intellectual training, while at more advanced institutes of learning the neglect is truly pitiable. Take almost any college, Princeton, New Haven, or Cambridge, and we are astonished on examination to find that at the most critical period of life, that of youth just preceding manhood, bodily vigor and daily exercise are things never hinted at by any of those who have sole charge of the institutions, all such vulgar matters being entirely subordinate to the superior attractions of coefficients and Greek quantities. "The young men ought to know enough to take care of themselves in so simple a matter," we have been told. Yes, and the young men, by the same rule, might be left to teach themselves English History, *belles lettres* and French; it being quite as intelligible to any of them that all will be very useful in after life. The

fact is that the old custom stands in the way, and laziness aids. Health and strength require education as much as Greek; they need professors, classes and apparatus as much as chemistry or botany; and we should have a glorious country if bodily exercise could ever be made generally popular among those classes now leading sedentary lives, and who are rapidly filling the country with neuralgic, pale-faced, weak-breasted descendants. We commend the example of the University of Virginia, and of California, in this particular, to other States which pride themselves much more on the perfection of their educational systems, and of their superior institutes. Until they have caught up in this particular, they certainly cannot boast of doing anything for the important branch of all education whatever.—*Philadelphia Evening Bulletin.*

For the Journal of Education.

PEOPLE'S CONVENTION.

"Watch the main-spring."

MAPLE GROVE, September 1st, 1857.

THE appointed hour having arrived, the President called the house to order, and offered the following remarks upon the design and importance of the meeting:

We have met for a laudible purpose, and under a very appropriate motto. There is a little coil of steel attached to the machinery of a watch, which acts as a motive power, sets all its wheels in motion and causes its hands to point out the minutes and hours as they pass. This coil is the spring of all its usefulness, and is called the main-spring.

There is an institution in our midst so necessary to our welfare, and so closely connected with our very existence, that it may well be called the spring of all our success. It is the life of our most cherished possessions and dearest hopes; it is the main-spring to elevate the human race. It holds the reins of society; it bears the standard of religion; it moves the wheel of state and carries in its hand the destiny of nations. This institution looks to us for its preservation; we to it for ours. It looks to us for its elevation; we to it for ours. It rises, we rise; it falls, we fall. It now demands our attention; we now greatly need its influence. We need not say that we refer to the Public School.

A complaint is often heard of late, that our educational system is imperfect; that our schools under it are in many places almost a failure, and that it presents little opportunity for their improvement.

It becomes us as fathers, as members of society, as citizens of the com-

monwealth and as patriots, to examine this subject, and if possible to discover the fault and remove it.

A resolution designed to cover the ground of discussion was then presented by Mr. Stone, which at length was rejected.

On motion of Mr. Broadhead, it was decided to discuss the general merits of the school system, and, if needed, propose and consider amendments.

Mr. Stone immediately arose and commenced the discussion as follows:

We are decidedly a fast age and full of change. We adopt a system with little thought, and with as little throw it aside. We discover a plan for a great revolution; it is quickly adopted, but before we have seen its practical workings some other plan is discovered which at least is newer, and that is enough. Why! it is the very last and must be adopted.

We are ready to acknowledge what others claim, that our schools as a general thing are not what they should be. But where is the fault? Is it in me or in you; in the school-house, teacher or pupil; in the laws or in the people? Do not we, the people, stand in our own light?

The inefficiency of our schools arises from neglect. Our people are not inactive, but active in a wrong direction. They beat down on taxes and up on corner lots. They look the country through to suit themselves on a farm, but generally take the first teacher that offers himself, without reference to his qualifications, only consider the price. They visit swamp-lands and pine-forests over and over again, but rarely visit schools. Town superintendents, like the rest of mankind, work for pay; and as they get but little from the office, spend as little with the schools as possible. Very few teachers can live on their salaries, at least are not satisfied, and either only teach when they can find nothing more profitable to do, or spend their evenings and vacations speculating. I do not wish to screen myself. As town superintendent I can speak from experience. I claim to have seen beauty in the office and an opportunity of doing much good, and also to have seen it much neglected. My voice is, let teachers and school-officers, and especially the people wake up and try the system we have, before we experiment with a new system.

Several voices called for Mr. Broadhead, who, after the usual preliminaries, said:

The gentleman who has just spoke reminds us of a very strong but inexperienced soldier, who was accustomed to fight with a very heavy musket loaded with slug-shot, but when he took aim always shut both eyes for fear of the flash in the pan, and consequently sometimes did great execution but at others shot entirely amiss. Doubtless we are often too fond of change, and often look in the wrong direction for fault. Doubtless teachers, school-officers and the people should wake to duty. Very likely our town superintendents neglect their business, and certainly our schools need improvement.

Truly in all this we see faults but no remedies. We might as well ask the winds to blow as ask the people to awake, for neither will obey without some motive-power. The people, as a whole, never elevate any profession. The farmer is at his plow, the smith at the anvil, the physician with the sick,

the lawyer at his desk, and each must labor in his own cause. The farmer will not improve the steam-engine, nor the mechanic our codes. If we wait for farmers, mechanics, lawyers, lumbermen, speculators, or even the people at large to improve our schools, we may wait and continue to wait. The profession must take care of itself. The work must begin with school-officers and be carried out by teachers, and both school-officers and teachers must be completely engrossed in the business.

At this point we will consider, in order, the various circumstances necessary to the success of our schools. We need first a healthy climate, a rich soil, and a liberal and energetic people. These will secure intelligent pupils, good school-houses, and ample salaries. Next we must have a thorough educational system, so thoroughly applied as to secure working officers who will provide, throughout the State, opportunities for educating teachers, and thereby fill our school-houses with well qualified teachers. These teachers will immediately elevate the schools and arouse the people. Thus we see that to wake up the people is the last link of the chain, and an effect and not a cause. And by this we discover that the defect is in our system, and runs through all depending upon it.

Our laws furnish us with a class of officers called town superintendents, who may do as much or as little as they please, at a dollar a day. Never meeting together, they cannot act in concert or raise a uniform standard of qualification. Neither have they power to provide opportunities for training teachers. Being almost powerless, they have little ambition; and as with the officer so with the teacher, as with the teacher so with the school, and as with the school so with the people. If the source is impure the stream is impure. Our remedy, therefore, is to improve the fountain-head; but time forbids us to pursue the subject further at present.

Several gentlemen followed, showing the utter inefficiency and neglect of town superintendents, and the impossibility of generally improving our schools under the present system.

On motion, it was unanimously resolved to continue the discussion of this subject, and propose amendments at a future meeting.

On motion, the meeting adjourned one month. REPORTER.

For the Journal of Education.

TEACHERS' ASSOCIATIONS.

MESSRS. EDITORS: It must be a source of pleasure to every one interested in the progress of Education in this country, to observe the interest that is being awakened in this State, as well as in others, on the subject of Teachers' Associations. In the absence of Normal Schools, the advantages of these Associations cannot be estimated too highly. The isolation in which teach-

ers are placed, especially in the newly formed districts of the West, circumscribes their sphere of action; and their experience, from its being disconnected, is rendered, to a considerable extent, unavailing and consequently unproductive. They have no means of becoming acquainted with the processes our best teachers employ, of training the mind and influencing the will, so as to secure the largest amount of mental culture and the greatest degree of moral suasion.

The teacher's necessity, at the present time, is not so much new books nor new apparatus, as to know what methods of using those we already possess have been found most efficacious and beneficial in the instruction of the youth of our country; and this I apprehend can only be effected by a combination of the experience, and a comparison of the processes employed by our most successful teachers. How often does the teacher enter upon the important duties of his office without any defined principles of action? What value could be attached to the labor of the mechanic, who entered the work-shop with no previous knowledge of the uses of the tools to be employed? The chemist in his laboratory acts upon known principles, he understands the nature of the test he uses and the effects it will produce. The physician in his dealings with the body also acts upon fixed principles; he knows the nature of the disease, the course his medicine will take, the symptoms that will follow, and the results to be expected. But the teacher, whose sphere of action is wider and nobler, who has to deal with mind and soul, whose business it is to mould the character of the nation, and whose influence consequently extends to succeeding generations, is the only person who acts with uncertainty and battles with the wind, his mode of operation undefined, his plans uncertain, and the results fortuitous and unsatisfactory. What need of astonishment, then, that the teacher's labors are unsuccessful, that he loses heart in the work, and either burdens the school with his presence or retires from it in disgust?

Teachers' Associations, when rightly constituted and conducted, are found to be an efficient means of remedying these evils, and elevating the teacher to the standard of his profession. But to the effectual accomplishment of these desirable objects, certain methods of procedure are essential, namely: the reading of essays, containing the essayist's experience on some subject connected with the art of teaching; lectures and discussions on educational subjects, methods of instruction, school organization and discipline. But the primary and main object of Teachers' Associations ought to be to give the teacher a *practical* acquaintance with the business of the school-room. For this purpose, the meetings of the Association should be held successively in the best regulated schools in the district, while the schools are actually *at work*, thus affording an opportunity of observing the organization, discipline and methods of instruction used; and let model lessons be given in different departments of the school, by practical teachers, illustrating the methods of teaching particular subjects which experience has led them to adopt, and time allowed after school is out for critical remarks upon

the same, with a view of rendering systems of teaching as perfect as possible. This plan of conducting Teachers' Associations is common in England, and of its practical importance I am able to speak from experience.

J. A.

Mifflin, Sept. 7th, 1857.

SUGGESTIONS TO DISTRICT BOARDS.

School District Boards are earnestly invited to read the article below, taken from the September number of the *New York Teacher*, and addressed to the School Trustees of that State. It is, in every respect, as well suited to the wants of our schools in Wisconsin, as in the State of New York. Read it therefore, we entreat you, and let not its suggestions go unheeded. —Eds. Journal.

It will soon be time for our winter schools to commence. Every thing, therefore, necessary to the perfect condition of your school-buildings and school furniture, should be attended to at once. If it is not done soon, it will either not be done at all, or what is done will be in part thrown away, because of the unseasonableness of the time. Prompt and thorough attention to this work should be, with you, a matter of personal interest, and even of local pride. Your feeling should be, our school-buildings and school-furniture must be *models*. The success of our school, the happiness of our children, and our own good name demand it. With such for your feelings, the following suggestions will not be out of place.

Outhouses.—See that the outhouses are in good repair and thoroughly cleaned. Nowhere else in a whole neighbourhood is there likely to be so beastly a state of things. Nowhere else, then, is such particular attention necessary. Let the doors be fitted with pulleys and weights, so that in bad weather they will keep shut of themselves. Fasten a small brush to the wall by a long stout string, so that it may be used for brushing snow or dirt from the bench. In order to prevent the benches from being fouled, fix above them slanting shelves, about two feet wide, two feet above the bench in front, slanting down at the back, and firmly nailed. By all means have different apartments for the two sexes, with entrances carefully separated from each other, and at least that for the girls neatly screened from sight.

Woodhouse.—See that the woodhouse is in good order, the roof tight, and the weather-boarding snug.

Wood.—Have a good stock of wood laid in for the winter, that it may get somewhat seasoned. It is both economical and comfortable to have it well seasoned.

Paths and Platforms.—Let the paths to the outhouses, and a broad walk to the school-house door, or a broad space about it, be well graveled, and by all means let the gravel be beaten or rolled down hard. See that there is

also a good plank platform at the door, provided with not fewer than half a dozen good door scrapers, firmly fastened down. Nothing can be more promotive of the in-door comfort and neatness of the school.

School-house.—See that the school-house is *actually* in perfect repair. The weather-boarding should be whole and tight; the doors snugly fitted, so that they will shut closely, and the window sash should be well glazed and made snug, so as not to pour in the wind at every gust. If the floor is much worn, the nails should be carefully driven down, and the heads sunk. Whitewash the ceiling and the walls also, unless, which is better, you neatly paper them. Let the wood-work be well cleaned, and in most cases it should be painted again. Provide the windows with neat curtains or shades of buff linen.

Furniture.—The "Boston School-Furniture" ought to be found in every good school-house. Where, however, the desks and seats are of the common kind, see that the leaves and the seats are firmly nailed, and the nail heads well sunk. If they have been cut or marked, which is a pretty good sign that they are poor things at the best, let them, if practicable, be dressed over with the plane; or else let new ones be put in their place. It adds greatly, both to neatness and comfort, to have them painted nicely and *numbered.* The blackboard should be repainted—it needs it at least once a year—and should also be provided with chalk-boxes or troughs, and rubbers made of undressed sheepskin. By all means have a good stove, with the pipe wired up stoutly; both stove and pipe well blacked and polished. See that a good place is provided for the over-garments of the pupils, and supplied with all the necessary fixtures, as shelves, clothes-hooks, and umbrella rack. Provide a good fire-shovel and ash-pail, and some safe place in which to deposit the ashes. To these be sure to add a couple of good brooms, and as many stout snow-shovels.

Lastly.—Begin, and when you begin, make thorough work of it, remembering that the crowning point of its thoroughness is, having put everything in order, to visit the premises frequently and see that everything is kept in order.

TEACHERS ATTEND!

The next meeting of the Sheboygan County Teachers' Association will be held at Sheboygan Falls, in the Public School House, on Thursday, Friday and Saturday, the 15th, 16th and 17th of October next.

A general attendance of the old members, of Teachers who have not yet become members, and of all friends of education, is earnestly solicited.

Assistance is expected from abroad.

N. G. Farnsworth,
D. J. Holmes,
W. E. Cary,
M. Shattuck,
J. B. Pradt,
} *Ex. Com.*

September 16*th*, 1857.

Editorial Department.

TEACHERS' INSTITUTES AND TEACHERS.

The present month (October) is a favorable season of the year for holding Teachers' Institutes. During the next ensuing month, most of the schools in the country, denominated winter schools, will be commenced. There ought to be a Teachers' Institute held in every organized county in the State this fall. So far as we have the means of knowing, Institutes have not been held in one fourth of the counties in the State during the past twelve months. In the absence of normal schools, to fit teachers for an intelligent and profitable exercise of their duties, voluntary associations for mutual improvement and instruction, are of the highest importance, and should be encouraged and sustained, wherever it is practicable so to do. The Superintendent of Public Instruction of Michigan remarks: "Teachers Institutes constitute an efficient agency, both in providing well-trained teachers for the school-room, and in cultivating an intelligent and active public sentiment in favor of education. Wherever they have been properly conducted, the people have been awakened to a livelier interest in the education of their children, and a marked improvement in the character of the instruction given in our primary and higher schools, has been apparent."

A body of teachers assembled together for improvement in the science of teaching, and each contributing his personal experience, as to the best method of imparting instruction in a given department of study, affords an effective means for gaining that kind of knowledge which every teacher needs. By no other instrumentality can teachers obtain such an amount of practical instruction, at so little cost, as in Institutes rightly managed. In every grade of study, from the beginner to the advanced scholar, teaching is an art; time and labor may be expended economically or wastefully in teaching, as well as in mechanical or agricultural employments. There are a dozen different methods used in learning a child the alphabet, all eventually arriving at the same result, but not all equally meritorious. So of other branches of study pursued in common schools; different methods are employed by different teachers; some calculated to attract and instruct children, and help them to make pleasing progress; others to make studies less inviting; and others still, to render learning absolutely tedious and repulsive. The knowledge imparted in Teachers' Institutes, is designed to lead to the adoption of such modes of teaching as are most successful, and the discarding of such as are unprofitable.

A dozen agricultural implements, each varying in construction, may be used to perform a given kind of labor, and each be made to accomplish the

work for which it was designed, but the relative value of each for profitable use may be widely different. Farmers act wisely in holding annual fairs, at which the various implements of husbandry and labor-saving machinery are brought together, and their relative merits for agricultural uses compared and tested. So other classes of men engaged in industrial and professional pursuits, meet to compare implements, methods and experiences. And shall teachers, who have to do with the highest interest of man, be less pains-taking to gain instruction for an intelligent discharge of their duties? A teacher who affects to have no faith in Teachers' Institutes—who talks of them as a useless waste of time, is most likely one of those kind of *school masters* who is highly contented to go through a dull, antiquated routine of school exercise from day to day, without seeking for improvement, or desiring any.

It is a fact conceded by all attentive observers, that the science of teaching is far behind most others; on most other sciences, a vast amount of labor, investigation and skill, have been expended to bring them to perfection, while the science of educating the human mind—the most important of all—has been left in too many instances, to the practice of inexperienced quacks. That there are many admirably qualified teachers, is true; not a few have devoted a life-time of vigorous intellect to the science of teaching; but whoever looks over the vast field of educational effort, cannot fail to see that the great majority, especially in our common schools, who are engaged in the business of teaching, have no proper qualification for the employment. They follow the occupation only as a temporary resort, and take no special pains to furnish themselves with educational books, papers, and other means of information pertaining to the office of a teacher.

That the pecuniary inducements heretofore held out to engage in the business of teaching, have not generally been very tempting, is not strange. The reason is obvious. If a young man should offer his services to labor at some mechanical business requiring the exercise of skill, he could not reasonably expect liberal wages, provided he had never learned the trade in which he proposed to engage. The great mass of those employed in the business of teaching in our common schools, were never educated with reference to that profession; they have not learned the trade. It is not singular, therefore, if a low estimate should be put on the value of their services. Happily for our common school interests, a more encouraging state of things is being inaugurated; cheap, unqualified teachers, are every year less sought for, and qualified ones, at better prices, are enquired after. Male teachers, who can afford to *keep school* for ten dollars a month and board, and females for ten shillings a week, have had their palmy days in that department of labor, and the sooner they betake themselves to other employments for which they are more properly adapted, the less likely will they be to escape the mortification of being accounted rejected material.

The demand for qualified teachers in the West is constantly increasing; new fields for well-educated and thoroughly trained teachers are continually opening. Young men who desire to choose a profession that will ensure a

competence, and allow them to rise to honorable distinction, should not hesitate to choose the profession of teaching. Young women too, who are willing to qualify themselves thoroughly for the occupation, may be certain of better compensation than can be realized in most other employments. No other professional calling now offers more encouraging inducements than teaching. Teachers' salaries, especially in the West, have been increased full fifty per cent during the past five years, and there is reasonable prospect that teachers' wages will range still higher in future years. It may be relied upon with certainty, that teachers' wages will continue to increase, in proportion as they qualify themselves, and make their services valuable and desirable.

The social position of teachers in the community advances as they are better educated and better paid. Public opinion not only respects educated mind, but estimates a man very much according to the amount of money his services will command. The social rank of teachers has not always, in past years, been a desirable one; amiable and well educated teachers, have doubtless sometimes suffered because so many of the profession were ignoramuses. The numberless anecdotes told in olden times of country schoolmasters, which have contributed to the light reading of newspapers and almanacs, have not all been myths. But the profession of teachers in the public estimate is now greatly changed; the position of teachers in society is no longer a doubtful one; they are taking rank with the leading minds of the country, and are destined to command such an influence as no other profession can, if they but rightly estimate their calling, and apply themselves accordingly.

SUGGESTIONS TO TOWN SUPERINTENDENTS.

THE attention of Town Superintendents is invited to the following preamble and resolution, adopted at the late State Teachers' Association, held at Waukesha:

"*Whereas*, it has become evident to the friends of education in the State, that unqualified persons are permitted to act as teachers in many of our public schools, therefore,

Resolved, That this Association does most earnestly entreat the Town Superintendents in the State to be more thorough in their examinations of candidates, and refuse all public monies to such districts as employ unqualified teachers."

The fall and winter schools will soon commence, and a multitude of teachers throughout the State will come before the various Town Superintendents, to be examined as to their qualifications to teach. It is hoped that examinations will be more thorough, and that a more rigid discrimination between qualified and unqualified teachers will be made than heretofore. The complaint in respect to unqualified teachers is not unfounded; it comes from every quarter of the State; a higher standard of qualification, is

demanded by the united voice of the friends of common schools. Let Town Superintendents resolve to grant no certificates to candidates who are not possessed of the requisite learning and ability to teach a *good* school. The plea that a teacher of limited literary acquirements will answer for a backward school, has too often been listened to, and the consequences have proved injurious. Poor schools will always remain so with poor teachers. Errors contracted in school, under incompetent instructors, are difficult to be remedied in after time, even with the aid of good teachers.

Nor should the plea that there are not a sufficient number of well qualified teachers to be had, to supply all the districts, and therefore some indifferently qualified ones must necessarily be employed, have weight with Town Superintendents. Temporary inconvenience to individuals and to districts, may sometimes ensue from a rigid discharge of duty by the examining officer, in refusing certificates to incompetent applicants to teach, but the ultimate result can only be productive of good to the cause of education in general. Let the demand for educated and well trained teachers be imperative, and let the pecuniary inducement be fairly proportioned to the talent required, and there need be no long waiting for a supply. Many a worthy teacher, having the necessary literary attainments and adaptations to teach, has been driven from the employment by illiterate underbidders. Let all unqualified teachers be compelled to retire from the field, and there will soon be no lack of talent, refinement and learning, to fill the places made vacant.

TO THE PATRONS OF THE JOURNAL.

We are happy to announce to the readers of the Journal, that the Editorial Committee have secured the services of Mr. A. J. Craig, as resident editor. Mr. Craig has the reputation of a successful teacher and a vigorous writer. He will give his undivided attention to the interests of the Journal, commencing with the November number; under his guidance, we trust the educational character of the paper will be improved, and an increased interest imparted to its columns. During a number of months past, the Journal has been conducted under some disadvantages; the individual to whom the editorial department was chiefly committed, is not a resident of Racine, where the Journal is published. This being the case, communications for the Journal and letters of enquiry, have probably not, in every instance, received that prompt attention which correspondents had a right to expect.

The subscription list, aside from the State subscription, is yet quite too small; it is confidently expected the friends of education in the State will aid in giving the Journal a more extended circulation.

Back Numbers.—We have received inquiries, whether back numbers of the first volume of the Journal can be furnished to such districts as have

not a complete file of the volume. We answer, all the numbers of the first volume of the Journal, published for the State subscription, are exausted. We have on hand a few numbers for the months of March, April, May, January and February, intended for individual subscribers, which we will supply, free of expense, to such districts as may need them to complete the first volume. We have on hand a large extra edition of the first volume, designed for binding, (not stitched and covered,) and can furnish BOUND VOLUMES on short notice.

NOTES ON EDUCATIONAL MATTERS.

FOND DU LAC.—We learn that Mr. GIBSON, formerly Principal of Public School, district No. 1, in the city of Fond du Lac, has been engaged to take charge of a school in Joliet, Ill., at which place his salary is raised $400 higher than was paid him in Fond du Lac. The *Commonwealth*, published at Fond du Lac, has some good common sense remarks, on the policy of sustaining competent teachers, which we transfer to the columns of the Journal of Education, not because of their particular applicability to Fond du Lac, but for the reason that we believe they apply to very many places in the State: "It is a false economy that drives vigorous, faithful, talented teachers from our institutions of learning, because of the meagerness of their salaries. There may be justifiable reasons, independent of the money item, why Mr. GIBSON leaves. If so, this will not affect the point we wish to impress upon the patrons of our schools, that we must have the best talent that can be procured for the station of a teacher, and must pay enough to keep it. Our children, if they should grow up to appreciate the value of a good education, would rebuke us for our false notions of economy. Besides this, it has a bad effect in another direction. There are some, let it cost what it will, who see and feel the necessity of securing every advantage for the education of their children. These are driven to take one of two courses. Either send their children away to be educated abroad, or they must institute new schools independent of the common school. Let them do either, and the bright talented scholars are withdrawn from the public school, leaving the poorer scholars, and the dullards, to fill up the school-house. This, again, operates bad in two ways. The poor scholars lose the inspiration of seeking to cope with those above them, and a poor teacher is thought good enough to instruct such a school. The character of the school would soon be on the lowest grade, and no man of talent would take hold of it. Our true policy is to make public schools good enough, to make private schools superfluous. It is cheaper in the end."

WAUKESHA UNION SCHOOL.—Mr. IRA COLBY, Jr., succeeds Mr. GRIFFITH, as principal of this school. We hear Mr. COLBY spoken of as a teacher of experience and well fitted to sustain the reputation of the Waukesha school.

RACINE.—The Board of Education of the city of Racine, have provided for a Normal School department, in connection with the Public Schools of the city. The Normal School will hold an annual session of two weeks, preceding the commencement of the school year; also a session every Saturday during the year, except in time of vacations. Every teacher employed in the Public Schools of the city, is required to attend the sessions of the Normal School. John G. McMYNN, Principal of the Racine Public School, has been appointed by the Board of Education, Principal of the Normal School.

THE Report of Rev. J. B. PRADT, of Sheboygan, "*On instruction in christian morality in Public Schools*," read before the State Teachers' Association at Waukesha, on the 13th of August last, has been published in the *Evergreen City Times*. It is an ably written paper, and we should be glad to publish it in the Journal of Education, did not its length preclude the possibility of doing it.

THE furniture of the two new school-houses, now about completed in the city of Madison, cost $1,600.

MADISON UNIVERSITY.—The subjects of study in this University for the term, commencing September 16th, 1857, are announced by Chancellor LATHROP as follows: Moral Philosophy, Mental Philosophy, Pure and Mixed Mathematics, Latin and Greek Classics, German and French Languages.

KENOSHA PUBLIC SCHOOL.—Mr. GEORGE CONANT, lately a teacher in Ohio, is now Principal of the Kenosha Public High School, formerly under the charge of JOHN G. McKINDLEY. Mr. L. STONE continues to have charge of the intermediate department, a position which he has occupied for some years to the satisfaction of the public. Mr. V. BUTLER also continues as Principal of the North Ward School in the city, and has an increasing reputation as a teacher. Most of the assistant teachers have been continued in their places by the Board of Education.

HORICON UNION SCHOOL.—Mr. A PICKETT is the Principal of this school, and during the short time it has been organized and in progress, it has risen very much into favor with the people of Horicon. A committee of citizens appointed for the purpose of visiting and examining the school at the close of the last term, report its progress to be gratifying, and its discipline is highly commended. The committee note the pleasing fact, that the desks and school furniture of the rooms have not been defaced, or marked by ink spots or pencil marks. The Horicon Union School House is a beautiful edifice, completed and opened for school purposes last spring.

A CORRESPONDENT (W. W. P.) at Kingston, Marquette county, writes us some matters in respect to schools in that vicinity, mentioning some of the embarrassments they have of late been obliged to encounter. He says: "The greatest obstacle we have to contend with, is the lack of qualified teachers. I am happy to say our town has a good school-house, equal to any in the county."

BELOIT SUPERINTENDENT OF SCHOOLS.—JAMES W. STRONG, Superintendent of Schools for the city of Beloit, has been compelled by ill-health to resign that office; and B. E. HALE, editor of the *Beloit Herald*, has been elected in his stead. Mr. STRONG has labored zealously for the interests of public schools in Beloit, and we regret his being obliged to relinquish the position of Superintendent. His successor has the right kind of talent for the post.

A NEW school-house has been completed in the village of Whitewater. Cost $1,480.

LA CROSSE.—A large new Union School-house has been built at La Crosse.

☞ WE are indebted to J. L. P., one of the most efficient laborers in the cause of education in the western part of the State, for a summary sketch of the condition and prospects of schools in some of the counties bordering on the Mississippi—sometimes called the mining region.

COLUMBIA COUNTY TEACHERS' ASSOCIATION.—The proceedings of this Association, held at Lodi, on the 1st of September last, were forwarded to us by the Secretary, (W. Merryman,) for publication in the Journal, but are unavoidably crowded out of this number. Addresses were delivered during the session of the Association by JAMES JONES, of Dekorra; JOHN DEAN, of Portage City; and Rev. S. DODGE, of Lodi. Mrs. ZOLLER, of Portage City, read before the Association an excellent essay "*On Reading.*" The session is represented as having been an interesting and profitable one.

☞ A COMMUNICATION intended for this number of the Journal, signed E. L. B., Sheboygan, is necessarily deferred until next month.—Also letter from J. I., of Dekorra, a teacher of forty years' experience, is deferred.

THE receipt of a letter from the Superintendent of the town of LEON is acknowledged, containing some practical thoughts, which may receive attention hereafter.

NEW LISBON.—We learn that arrangements are being made for building a new Public School-house at New Lisbon. The estimated cost of the building is $2,000.

DARIEN.—A beautiful Public School edifice is nearly completed in the enterprising village of Darien.

The Board of Education of the city of Racine have been obliged to enlarge their school accommodations of the city, and for this purpose a large building has been obtained for present use. There is a pressing necessity for additional school-houses, in addition to those already erected, to meet the wants of an increasing population.

WE are requested to state that JOHN H. ROLFE has recently changed his residence from *Cincinnati to Chicago*, where he still continues to furnish Pelton's and Mitchell's Outline Maps. Also Lippincott's Pronouncing Gazetteer of the World, Holbrook's School Apparatus, Colton's Maps, &c.

For the Journal of Education.

"WRITE FOR THE JOURNAL."

NOTICING an editorial article with the above caption, in the first number of the second volume of the Journal, I have just examined the first three numbers of the new volume, to see how far the request has met a response. To my surprise, I find that it has, in one sense, met no response. There is some official and editorial matter; there are reports of educational meetings, and of some facts in regard to school matters in different parts of the State. All this is well. But not a single original essay makes its appearance from any contributor.

The selected articles, which form about half the matter, so far, of the Journal of Education, are good indeed, but have we nothing to offer in return? Shall other Educational Journals look in ours in vain for anything conceived in the brain of a Wisconsin writer? I do not mean, of course, to disparage the value of the facts communicated to the Journal. Deeds of the right kind, are better than theories. It is all-important to know what is doing, and what needs to be done. But there are teachers and friends of education, in all parts of the State, who can not only communicate valuable facts, but valuable thoughts and suggestions.

The first volume was not thus deficient; let the present volume then redeem its character, and to this end, let each do his part.

SHEBOYGAN, WIS. P.

THOUGHTS ON TEACHING GEOGRAPHY.

To every child the center of the universe is his own home. By home I here mean all that range of earth and water, air and sky, and human intercourse, which come within the child's own frequent and familiar observation. This is in fact the place in which he is most interested, and from whose objects he must form his first and strongest, his most minute and accurate views of the world and of life. As he seeks to pass, in thought, beyond this narrow circle, and to acquire from books, or from living lips, ideas of what lies beyond, the spoken or printed word conveys no definite conception except as it suggests notions that may be compared with those which actual observation has already furnished. The more numerous and the more accurate those primary conceptions are, i. e., those conceptions derived directly from observation, the more numerous, definite, and accurate will be the ideas which he can acquire, by comparison, from descriptions of the world beyond his ken.

It is not sufficient to say that all knowledge *ought* to begin at home; in fact all knowledge *must* begin at home. What is important to be observed

or our purpose is, that the more numerous, and the more full and exact the conceptions which we can make home furnish us, the more numerous and the better defined are the standards of comparison to which all our subsequent ideas may be referred.

He who knows most thoroughly whatever there is to be known concerning that which is nearest him, is best prepared really to understand, to relish, to appreciate, to profit by, what he may be told concerning the remote.

The roots of all knowledge spring out of the soil of home. The more widespread and deep-set those roots, the taller and the grander that tree of knowledge, which may from thence climb up toward heaven, while it spreads forth its arms over the earth.

Let us apply these ideas to the subject of instruction in Geography.—Geography, then, like charity, should begin at home. The true "Primary Geography" each school should make for itself; and it should be that of its own vicinage. The first maps drawn by the pupil should be maps of his own locality. A map is, after all, little more than a symbol, suggestive of the idea of the objects which it represents, but resembling those objects little more than a printed word resembles the thing which it designates.* Now if the first maps which the pupil draws represent the fields, the streets, the squares, the brooks, the hills of his native town, how quickly and how thoroughly he will learn the true relation between the map and the objects represented thereupon! Consider too, how much more important it is that the child should learn to draw from the natural object itself than that he should merely learn to copy the engraved map; how much more interesting the process; and how much more valuable in training the eye and the mind to the observation of the phenomenal world. Consider, farther, how largely in the acquisition of a thorough knowledge of local geography, the physical as well as mental activity of the pupil may be called into requisition; and how early he may be taught to infuse into his physical activities an intellectual life, and to control and systematize his daily "walks and talks" with reference to a definite, intellectual end.

Let me illustrate my meaning by an example. The following questions might be addressed, as some of them were, a short time since, actually addressed to a school at Prairie du Chien:

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* I say "little more," for it certainly does somewhat more. The relative position and size of different portions of the earth's surface are exhibited by imitation and not merely symbolized. It is one of the points of a good map to accomplish this as completely as possible. Yet how many large and elaborate maps do we see, (as those of Wisconsin, for example) in which cities or villages that actually cover square miles of surface, are represented by mere dots or little circles, which, according to the scale of magnitude adopted, hardly cover as many acres! And on how many maps of large size and larger pretension, and perhaps of real merit, are mountain chains still delineated in a manner far more suggestive of a Virginia worm fence than of real mountains! Worst, in this respect, of all that I have noticed, are Pelton's Outline Maps, from which the school-boy could hardly get any other idea of a mountain chain than that of a line of huge sugar loaves, stuck upon the otherwise level surface of the earth, and whose summits are totally inaccessible to the foot of man.

Precisely what point of the compass does this school-room face? How long is it? How wide? How high? How many desks does it contain? How far is it from the Mississippi River? From the Wisconsin? From the bluffs? How long is this prairie? Its greatest width? Its average width? Number of square miles? Of acres? What proportion of it is platted off into village lots? What proportion under cultivation? How many dwellings? Stores? Mills? Churches? School Houses? &c., &c. How long is the Wisconsin River? How wide at its mouth? How long the Mississippi? How wide at this place? Number and names of its Islands from the mouth of the Wisconsin to the north end of this prairie? Their dimensions severally? Height of the bluffs on the opposite side? How do they compare with these higher up? With those lower down? When and by whom was Fort Crawford first built? After whom named? State all that you know concerning its history? Same in regard to the history of the village? Who is the oldest inhabitant now living? The next oldest? &c. How many persons of French descent now reside here? English? Scotch? Irish? What trees grow in the vicinity? What other plants? What kind of stone found in the bluffs? &c.

I give these simply as specimens of questions which every teacher may devise in reference to his own locality. Many of them he will not be able himself to answer with precision in the first instance; most of them his pupils will be quite unable to answer. A whole term, perhaps a whole year, may be required before, by the united efforts of the teacher and pupils, the exact answers to the whole series can be obtained. How much of running hither and thither—traveling upon a small scale, but with eager curiosity and a definate object; how much of close and curious observation of shape and size, of number and distance, of position and color, of river and island, of prairie and bluff, of plant and stone; how much of diligent questioning addressed to such persons as may be supposed to possess the coveted knowledge concerning natural objects, or the works of man, or the history of individuals—how much of all these would be required, and how much of bodily as well as of mental activity might be evoked in the process, we can readily perceive. We can see also, upon slight reflection, with what enlarged means of intelligence, what multiplied and exact standards for comparison, the pupil thus instructed would enter upon the study of more remote portions of the world.

Of course I do not mean that children should learn everything that can be learned, and that it is ever worth while to know, concerning their own localities, before acquiring any more general notions of Geography. What is meant is that the first ideas in every particular branch of the subject should be derived from as wide and accurate a study as practicable, of those objects and facts which are or may be subjected to the pupils own observation, and in which he feels the nearest and most lively interest. When Geography, and History, and Natural Science shall be taught with a more constant reference to this principle, we may perhaps reasonably expect that they will be pursued with a heartier relish, a fuller understanding, and a more genuine and sustained enthusiasm. O. M. C.

For the Journal of Education.

CONDITION AND PROSPECT OF SCHOOLS IN THE SOUTH-WESTERN PART OF THE STATE.

MESSRS. EDITORS: Throughout the western part of this State, there exists an evil (perhaps necessary, but an evil nevertheless.) I refer to the fact, that the Public Schools are taught but four to six months during the year, and the remaining time is filled up with Select Schools, taught by the same teachers who have had charge of the Public Schools. For this the teachers cannot be blamed, nor would I *blame* others, but would suggest some difficulties which attend such a course.

We suppose at the close of the Public Schools, the classes are well arranged, and the pupils in them are of nearly equal advancement. The Select School commences; its members are the children of such as are able to pay their tuition, and are generally the children of the *tax payers* of the district. The school is successful; a new term of the Public School commences. There must be an entirely new classification, or the more advanced are retarded in their course; in either case, much time is lost. A feeling of superiority is awakened in the minds of those who have been favored with *select instruction.* This feeling constantly manifests itself, giving trouble to teachers, and enrolling, at last, upon opposite sides the parents. The teacher fails to give satisfaction, or himself becomes dissatisfied. A good teacher soon gives place to a poorer one perhaps, or (if to one equally good) to one who in his turn goes through with the same trials, and at last leaves. The best teachers knowing the effects of such a course, will not engage, as a general thing, in a district where a change from Public to Select School is expected of them. They will either be engaged where their services are required for the whole time, or they will organize and maintain Select Schools for the whole time. But, says one, "We have not money enough for a school of more than six months;" shall those who are able to pay their tuition, be deprived of the advantages of school for the remaining six months? By no means. Expend the same amount of money you now expend, and you will have all the advantages you now have, and secure to others, less favored than yourselves, the same advantages. By so doing, you will avoid the ill effects flowing from the *half and half plan.* The same teachers are usually employed, and it is not to be presumed, that they could not be employed for the same wages in the *Public* School, as they receive in the *Select.* The real expense could be no greater therefore, and there would be much gained by steadily pursuing throughout the year, and for year after year, the same course of instruction, under the same teacher. These thoughts are hastily thrown together, and may be the means of leading those interested in this matter, to think upon it, and having thought, to act.

Throughout Grant County there has been, during the past year, a steady advance in educational matters. The Public Schools have demanded, and

have had better teachers than heretofore. The people have taxed themselves more liberally than during previous years. Many districts had to learn the meaning of the passage,

"The liberal soul shall be made fat."

HAZEL GREEN has a flourishing Collegiate Institute, under the superintendance of the Rev. J. Loughran, who is in every respect well fitted for his post.

The Public Schools, were well conducted by Mr. and Mrs. Burdick, during their continuance, but unfortunately they continued but six months.

PLATTEVILLE has had better Public Schools during the year past than before, but needs *better houses.* Her heaviest tax payers would gladly make them better, but thus far have been out-voted. Good times are coming, it is hoped.

The last annual report of the Platteville Academy shows a good degree of punctual attendance upon school exercises. The per centage of punctual attendance is a fraction over ninety-eight.

POTOSI seems to be indulging in an educational snooze.

LANCASTER is possessed of a somewhat liberal spirit, but would do much better to maintain as good a school through the year as she has had for six months of the time.

The COUNTY DISTRICTS are generally in advance of the villages, in proportion to their ability.

MINERAL POINT.—Iowa City has some very good teachers, but as yet confines them in very poor places. The seminary building will be partially completed and ready for occupancy the present fall.

DODGEVILLE seems resting for a time, though she has one or two *live teachers* yet.

LAFAYETTE COUNTY is doing very little educationally, except in some few localities of little extent.

GALENA, Ill., might do better if she would. She has good teachers, but in point of school edifices for public schools, is far surpassed by Dubuque, Iowa, which can boast of two houses completed, at a cost of $25,000 each, and another nearly completed of like value.

Our former co-laborer, Mr. CHILDS, has made a very efficient superintendent, and to him much credit is due for the front rank Dubuque now holds, educationally, in the mining region.

For the Journal of Education.

BELOIT PUBLIC SCHOOLS.

EDITORS OF THE JOURNAL OF EDUCATION:—

ALTHOUGH no longer officially connected with the Public Schools of this city, I willingly comply with your request to furnish some items of intelligence respecting them. At the recent meeting of the State Teachers' Association, complaint was made

that facts, figures, and items of local interest could not be obtained; while opinions and theories, which any one can manufacture, are quite abundant, but much less desired; therefore I will trouble you but little with the latter, while giving you, as briefly as possible, a few of the former.

In District No. 1, which embraces all the territory in the city upon the east side of Rock River, the public school is under the charge of Mr. A. S. BARRY (recently from western New York,) who has five female assistants. The number of pupils in attendance at present, in the upper department, is about 60; in the middle, 120; and in the primary, 150—total, 330. During the last year, the attendance was about as follows,—according to the report of Mr. BLODGETT, the recent Principal.

	Whole number in school.	Average attendance.
Fall term,	421	226
Winter term,	343	258½
Summer term,	306	302

Whole number of different scholars in the year, 533. Average attendance, about 229.

With reference to this, Mr. B. says: "There has been a great gain during the year in respect to regularity of attendance, though the indifference which can allow a child to be away, or late, for trivial reasons, is yet our greatest hindrance." * * * Bad as this record is, it is better than previous reports. A large part of the school have tried to be prompt and regular, and in the upper and middle departments more than half the instances of absence and tardiness are recorded against the names of a certain few."

In the school upon the west side of the river, which was without a male teacher after the first term, no such accurate record has been kept. Irregularity and tardiness were, however, among the greatest hindrances to the teachers' success. The present session commences with Mr. GEORGE L. MONTAGUE, a graduate of Willliams' College, and recently a teacher in Indiana, as Principal. He has eight female assistants, and the pupils now in attendance number about as follows: In the upper department, 60; in the middle, 150; in the primary, 150—total, 360. Whole number of different scholars during the last year was 516.

According to the census of August 31st, the number of children in the city, over four and under twenty years of age, is as follows:

	District No. 1.	District No. 2.	Total in City.
Males,	363	301	664
Females,	416	327	743
	779	628	1407

Of these, 358 were not in the public schools during the year, but many of them have been in the preparatory department of the College, in the Female Seminary, or in some of the numerous select schools in the city. The preparatory department and the Seminary seem to affect the school on the east side of the river more than the other, as is shown by the fact that a smaller number of scholars pursue the higher branches, although a larger number has been in attendance. In both schools, classes were formed last year in Algebra, Geometry, Philosophy, Physiology and Latin, but in No. 2 the classes were larger than in the other, and Chemistry, French and Greek were pursued there in addition to the other branches. Unfortunately, the School Board in the latter district thought they could not afford instruction in vocal music, the practice of which has been a very marked and pleasing feature of the other school. So generally are the scholars interested in this, that last term they voluntarily raised by subscription money sufficient to secure the use of a melodeon. The results of their practice, under the efficient training of Mr. J. H. EDWARDS, already prove that singing—to say nothing of its many other benefits—is one of the very best means of

securing distinctness of articulation and clearness of tone, both of which are so necessary to good reading. No money can be expended more advantageously, I believe, than that paid to a good music teacher. Cannot the "Journal" do something more toward the general introduction of the study of vocal music into our public schools?

Both of the lower departments in district No. 1 have been for a long time very much crowded, and it seems strange that measures have not already been adopted to provide for the constantly increasing number of pupils. The want of another building must be appreciated by the district before long, or the street school will be extensively patronized, as a necessary alternative. The same departments in the other school are also crowded, but I believe alterations are soon to be made in the building, which will relieve them somewhat. The city needs, to day, at least two more large buildings, besides one for a high school department; but there is no immediate prospect of having them.

School was taught during the year, 10 months in district No. 1, and 7¾ months in No. 2. The following were the expenditures for educational purposes:

	Dist. No. 1.	Dist No. 2.	Total.
For teachers, . .	$2,272 00	$1,759 50	$4,031 50
Other purposes, . .	1,346 60	1,752 03	3,098 63
	$3,618 60	$3,511 53	$7,130 13

Teachers' wages, for the present term, are as follows:

	Dist. No. 1.	Dist. No. 2.
Principal, ...	$800 per year.	$800 per year.
1st Assistant, upper department,	8 per week.	8 per week.
2d " " "	" "	7 per week.
1st " middle "	10 "	8 "
2d " " "	7 "	7 "
3d " " "	" "	7 "
1st " primary "	8 "	7.50 "
2d " " "	6 "	7 "
3d " " "		6 "

There is not a uniformity of text-books, nor are the schools conducted at all with reference to each other. The need of a school-system for the whole city has been felt during the last year more than ever before; and I believe that many of those who were instrumental in defeating the system proposed last winter, have since "come to a better mind." But there are still so many afraid that there will be some interferance with their rights, if they yield anything, that it is yet a question whether they will allow the same general laws to apply to both schools, or will permit them both to be governed by one Board of Education. I wish that more of the friends of education here were *laboriously* waiting for the right kind of public sentiment upon this subject.

Yours truly,

SEPTEMBER 15th, 1857. JAMES W. STRONG.

Obituary.

Died at 4 o'clock this morning, Aug. 25th, at the residence of D. H. WRIGHT, Esq., in this city, (Madison,) Miss KATE S. WRIGHT, aged 24 years.

Miss Wright was taken sick while at the annual meeting of the State Teachers' Association, in Waukesha, on the the 13th inst., and had been gradually sinking until the time of her death. For the past eighteen months she has been engaged in teaching in one of the public schools.

Possessed of a genial and happy disposition, she won the hearts of children, and repaid their affection by a warm and cordial sympathy, which was shared by every member of the school. Her loss here will be deeply felt, but not easily repaired. Her example will live now she is dead, and continue long a bright spot on the memories of those for whom she has labored and with whom she has been associated. Her best friends were those best acquainted with her, and her early death has thrown a veil of gloom over a large number of acquaintances, and the very bitterness of grief into the family circle.

D. Y. K.

WISCONSIN JOURNAL OF EDUCATION.

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From the Pennsylvania School Journal.

THE CLAIMS OF TEACHING TO THE RANK OF A PROFESSION.

BY J. P. WICKERSHAM.

LEARNED men have taught in school and college; the cause of education has been commended by statesmen and philosophers; States, convinced of the necessity of intellectual and moral training, have made magnificent appropriations to promote it;—but notwithstanding all these things, teaching has never been regarded with that general favor which its importance would seem to demand. There have been teachers in ancient, as well as in modern times—in Greece and Rome, as well as in England and the United States,—but at no time, and in no country, has there been a regularly constituted teacher's profession.

There are but three professions that are called learned: those of law, medicine and theology. The task that has been assigned, in this report, is to consider the claims of teaching to a similar rank.

The origin of the word profession, as at present used with reference to a particular business, is somewhat obscure, and it would be difficult even to give an exact definition of it. From what is generally implied by the term, however, it is clear that before any business can assume the rank of a profession, it must be characterized by certain requirements, and conform to certain conditions. Among these are: 1. It must have a noble aim. 2. Its operations must not be merely mechanical, but scientific in their character. 3. It must require on the part of its members a learned general education. 4. Its nature must be such as to render special preparation necessary to success. 5. It should have provided an authority, competent to decide upon the qualifications of those who apply for membership. Admitting that the professions of law, medicine and theology possess these requirements and answer these conditions, the inquiry is to be made as to whether the same is true respecting teaching.

1. *Has teaching a noble aim?* Teaching is the conducting of the process by which the organs of the body and the faculties of the mind are developed and trained; and, surely, no human aim can be higher or nobler. "Man," said Pope, "is the noblest work of God;" and, He who knew man best, gave him dominion "over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth." From this, it appears evident that man is considered by his Maker as the head of the animal world, the crowning glory of creation. It is honorable to labor on the farm or in the workshop; but, however necessary Agriculture and the Mechanic Arts may be to the existence or well-being of the human family, the tilling of the land, the modeling of machinery, or the construction of railroads, palaces, or pyramids, can hardly be compared in importance to the education of man himself, the agent upon whom the success of the work depends.

The science of Medicine is founded in the relations of certain mineral, vegetable, and animal substances to the human system; but, as the body is less important than the mind that animates it, it cannot be that, when properly understood, a science which includes both body and mind should be considered inferior to one less expansive. It is not an object of less dignity to train, by judicious means, the body to a healthy growth than it is by appropriate remedies to remove disease from the system; and, the training of the body is but a small part of the object of education.

The profession of the law is founded upon man's social relations, and its highest aim seems to be to secure, by means of courts and juries, the proper observance of those relations. Teaching assumes to do more than this. It not only requires teachers to acquaint themselves with the relations which one man or one community of men bears to another, but it proposes to make such knowledge universal; and, to secure obedience to the great commandment, "Thou shalt love thy neighbor as thyself," not by the verdict of a jury, the decision of a judge, or the counsel of men learned in the law, but by so cultivating the understanding, training the habits, and forming the character of youth, that the spontaneous impulses of their own hearts may dictate the right.

But, contrasts aside, what nobler object can there be than that of educating the whole people? The most perfect government would fail among ignorant and immoral men; the most perfect schemes of reform, planned by the philanthropist or the patriot, would prove fruitless if not based upon awakened intelligence. Among a people devoid of education, government becomes anarchy; reform, fanaticism; science, magic; religion, superstition. Shut up the schools and colleges of our country, and you at once palsy all improvement; you cripple agriculture, manufactures, and commerce; you dam up the fountains of literature and science; you sap the foundations of our republican government; you undermine the very fabric of society; you blast as with mildew breath, the glorious religious fruit of the reformation, and send men back to revel mid the darkness and superstition of the Middle Ages.

An artist stood before a rough block just from the quarry. He gazed intently upon the stone.—None but his eye could detect the beauty which lay concealed therein. He began his work. Chip by chip the rude mass was slowly chiseled away. Days, and weeks, and years were spent in the toilsome task; but, behold, from the rough stone there has appeared a beautiful statue, whose veins swell with the coursing life-blood, whose lips utter words.—"What the art of the sculptor is to a block of marble, education is to a human soul;" so, the teacher, by labor as toilsome as that of the artist, would give grace, beauty and intelligence to the too often rude material that tests his skill. His mission is to form the manners, to cultivate the taste, to awaken the slumbering intellect, to store the mind with useful knowledge, to kindle in the heart pure and lofty sentiments, and to expand the soul until it can enjoy a just apprehension of nature and of God. Than this object, earth presents none greater or nobler.

2. *Are the operations of Teaching scientific in their character, or are they merely mechanical?* "The term profession," says Dr. Webster, "is not applied to an occupation merely mechanical." If teaching, therefore, be a mere imitative process or a mechanical art, it has no claims to be called a profession. It is acknowledged that some of the processes of teaching are in part mechanical. Such is, to a considerable extent, the case with the teaching of writing, drawing, instrumental music, and painting; and, perhaps, to a more limited extent, it may be true in the teaching of other branches. But surgical operations are mechanical, as are likewise all legal forms; so that in this respect, teaching does not differ from Medicine or Law.

Apart from this, however, it is claimed that teaching is a science, and that he who would teach well must teach according to fixed principles. The end proposed by education, is the training and development of the physical, intellectual and moral powers of man; and, this end, like other important objects, can only be attained by the systematic application of appropriate means. To attain it, the relation of man to circumstances—of the human mind to nature as the subject of knowledge—must be known and applied. A farmer, before he can cultivate his land successfully, must know the nature of the soil and the means by which it can be improved; and this knowledge is called the science of agriculture. The physician, before he can skillfully practice his profession, should understand the structure and functions of the human body and its relations to *Materia Medica;* and upon these principles the science of Medicine is based. In a similar manner, the teacher, before he can teach well, must acquaint himself with the educational capabilities of the human body and the human mind, and the means nature furnishes for conducting the process of teaching; and here, too, may be found principles, which, when systematically arranged, are well worthy of being designated a science, and I hesitate not to say the greatest and noblest of sciences—the science of man.

An additional reason why the teacher should study the constitution of mind and its phenomena, may be found in the fact that there is a natural

order of development in the mental faculties, which should be observed in teaching. First, the principle of curiosity prompts the child to look, to notice, to examine, to inquire; next, memory fills her store-house with the words, things, facts and phenomena; and, then, reason mounts her throne to classify, to generalize and to form inductions. The teacher who would reverse this order, or unskillfully follow it, will greatly mar his work.

There is likewise a logical order which should be observed in the teaching of any branch of study.—There is a proper place to begin, appropriate steps to follow in succession, and a natural conclusion.—Each branch of study is to the pupil a ladder, up which he is required to climb. This ladder the teacher should base upon the simple ideas the child possesses, and, then, allow him to mount, by easy but sure graduations, upward. This logicial order in study—this right method of teaching—is not merely mechanical, but deeply philosophical.

The government of a human being, in any circumstances, is a delicate and responsible task. Every thinking parent knows that, without system, he cannot govern his child, and, with his utmost care and study his child is not always well governed. An intimate knowledge of human nature, and of the motives which actuate human conduct, ability to detect the cause of disorder and to administer an appropriate remedy, a well-arranged system of principles applicable to the government of children—these, and only these, will enable a teacher to secure good order in his school.

In the knowledge the teacher requires of the constitution of mind and its relations, of the order in which its faculties are naturally developed, of the method to be observed in successful teaching, and in school government, he must base his principles upon the broad, solid foundations of science; and his teaching must be ill-directed and its results uncertain, who is not guided by the light of scientific truth.

It is true, however, and I acknowledge it even among teachers with shame, that far too much of our teaching, both in school and college, has been mechanical, a mere routine of learning lessons and reciting them. Our teachers and professors have been far too regardless of the Philosophy of Education, and many have taught on, seldom questioning as to whether their methods of teaching were right or wrong. Happily, a brighter day is dawning for the Profession of Teaching. Teachers are everywhere experimenting. Thinking men among them will systematize the results of these experiments; and teaching will eventually be ranked, where it is maintained its scientific basis entitles it to be, among the learned professions.

3. *Does Teaching require a learned general education, on the part of those who practice it?* Lawyers, Doctors and Theologians are expected to possess, in addition to the special knowledge required for the practice of their professions, a learned general education. It may perhaps be true that teachers are not at present, generally, as well informed as the members of the other professions; but if it were fair to judge the standing of a profession by the ignorance of individual members, it is feared that no profession could claim a very high standard of learning.

Law has its pettifogers, Medicine its quacks, and Theology its pretenders. We have known Doctors who had bought their Theses at graduation for want of ability to write them, Lawyers who could not spell half the words in the English language, or write three consecutive sentences grammatically, and Preachers who were almost entirely destitute of all literary or scientific information. It is readily granted, however, that Law, Medicine, and Theology all require a learned general education, on the part of those who would fully master their principles and appropriately apply them; and this, it is claimed, is equally the case with teaching.

A man cannot teach what he does not know; hence, teachers should be acquainted at least with all the branches of study in which they give instruction. It is insisted, further, that he who would teach even small children well should possess extensive knowledge. It is a gross error to suppose that teachers in primary schools require but a limited education. They need an intimate acquaintance with the youthful mind and character, and such a knowledge of literature and natural science as will enable them to enliven every lesson with suitable illustrations, satisfy the active curiosity of the young, and awaken in their pupils a love of study and a thirst for knowledge.

A teacher cannot know too much. The very staple of his profession is learning. There is no event in history, no fact in experience, no sentiment in poetry, no principle in science—nothing that has ever been written, known, or thought,—that cannot be made to subserve the purpose of teaching. Those who propose becoming members of the other professions, expect to obtain their general education from the teacher, and if it be required that this should be a learned education, teachers themselves must be learned. All men look to our educational institutions as the fountains from which issue streams of learning, and the thirst of those who seek earnestly for truth, cannot be slaked in shallow waters.

For these reasons, Teaching does require a learned general education, on the part of those who practice it.

4. *Is the nature of Teaching such as to render special preparation necessary to success?* If a business require no special preparation to fit those who engage in it for properly discharging its duties, it is every man's business and cannot be made a distinct profession. If even all good scholars, or persons who had been well taught, could teach, teaching could not be called a profession, because, in that case, it would be a mere incident of good scholarship. Lawyers and Doctors obtain a general academical or collegiate education, and afterward study their profession; and, this special preparation, I am ready to maintain, teaching also requires.

We know, indeed, that certain enemies of the establishment of schools for the training of Teachers, and, consequently of the Teachers' profession, have asserted that there can be no special instruction to teachers, apart from the branches taught; and that one who is well taught according to a good method, will be a good teacher if he can be made one.—Hence, it would follow that all Academies and Colleges, which have thorough and

well directed plans of teaching, must train good teachers, though they do not profess to make good Lawyers, Doctors or Ministers, and though the fact is palpable that thousands of good Scholars fail as teachers. I deny most emphatically the truth of this doctrine. It is a gross fallacy and a libel upon the Teachers' profession. I admit that there are those who have a natural aptness to teach, as there are those who have a natural aptness for other kinds of business, and that such persons, after having received a good education, can teach well; but such an exception does not invalidate the rule that special preparation is generally necessary or always beneficial, any more than it would render unnecessary Medical Colleges or Military Academies, because some men who had never been trained in such institutions have exhibited great skill in performing surgical operations, or in marshalling an army on the day of battle.

I admit, likewise, and have argued on a preceding page, that a teacher should possess a learned general education,—that the more thorough the mode in which he is taught, the better for him; but I maintain that, superadded to this, he should receive special preparation for the discharge of his professional duties, and that if teaching does not require this kind of preparation, it has little claim to the rank of a profession.

Among the reasons which might be given why teachers should receive special preparation, is, that in general education, comparatively little attention is devoted to the study of the philosophy of the human mind, especially with reference to its educational capabilities, its relations to the means which may be employed to instruct and discipline it, and the natural order in which its faculties develop themselves or assume a teachable condition.

Another reason why teachers should receive special preparation, is, that otherwise the philosophical method of presenting a subject to the mind of a pupil is apt to be overlooked,—that in the eagerness to reach the result, the result only receives attention, and not the gradual development of the subject or the mutual relations existing among its several parts. A traveler whirls along in car or steamboat, anxious only to reach the end of his journey; so the student, engaged in acquiring a general education, struggles through his sciences, his languages, and his mathematics, careful only to secure the knowledge of which he is in search. The pilot or engineer, however, whose business it is to guide others, watches every turn to the right and to the left, and attends to every circumstance that happens by the way; so should the teacher acquaint himself with the path along which he would conduct the steps of his pupils, and with everything that can add interest to the journey.

Bacon immortalized his name by pointing out the true method of investigating nature. If Bacon's methods are philosophical and require special study, a like philosophy may be found, and a philosophy equally well worthy of special study, in the true method of teaching—the order of proceeding from the simple, elementary ideas of a subject to those more and more complex, until the mind can grasp the whole.

Necessarily connected with teaching is school government; and a third

reason why a teacher should receive special preparation is, that school government requires a special kind of knowledge which will not be gained from the study of the several branches of learning. No one, it is presumed, will argue either that good scholarship qualifies a person for governing a school, or that school government does not depend upon principles that may be studied and successfully practiced. It is freely admitted, that all persons, even with the most careful study, cannot govern well; but this does not invalidate the truth of the principle, that study even in this respect is generally profitable.

For these reasons, then, if a profession require special preparation on the part of its members in order to secure their success, teaching cannot be excluded on that account.

5. *Has teaching any competent authority for deciding upon the qualifications of candidates for membership?*

Authorities with competent powers have been provided in the professions of law, medicine and theology, and there are obvious reasons why such should be the case in any profession.

The standing of a profession is judged by the qualifications and conduct of its individual members; hence, as a measure of protection from imposition, no person should be admitted to membership in it, without having submitted to a test of his qualifications. Suppose that any man at pleasure could assume the title of doctor or lawyer, and enter upon the practice of those professions, how long could they remain respectable? Or, how long could they be recognized as professions at all? That business which any person could follow, would not deserve the name of a profession.

Until within the past three years, there was no competent authority, in Pennsylvania, to test the qualifications of teachers in the common schools. The old common school law, it is true, provided for the appointment of competent agents to conduct them, and they generally proved little better than a farce. Any body was permitted to teach. The farmer or mechanic to whom the winter afforded a few months of leisure; the young man who was desirous of making a little money, which he might perhaps spend in amusement, and, perhaps, at college; the broken-down lawyer, doctor or preacher; the halt, the lame, the indolent, and sometimes those partly deaf or nearly blind, found employment in teaching. In this state of things, teaching could not be called a profession—it was not even a regular business.

But whilst what has been said is true of teaching as it was, it is not true of teaching as it is. Pennsylvania has at length a competent authority for testing the qualifications of her teachers, in the persons of the County Superintendents. Already some thousands of incompetent persons have been driven from the teachers' ranks, much dead matter has been sloughed off, and a young but vigorous, distinct and independent profession is being organized. This is the work of the common school teachers of Pennsylvania, and little remains to perfect it but the co-operation of the teachers in

our higher institutions of learning. No one ought to be entitled to hold a Professional Certificate from a County Superintendent, a Diploma from a Normal School, or a place as teacher in any Seminary, Academy or College, who has not studied teaching professionally for at least the same length of time required to study for admission into the other professions. Let but this be done, and each teacher will speedily have the satisfaction of seeing conjoined with him, in the noble work of mental and moral improvement, a body of men at once courteous, honorable and intelligent. What has been done, however, is quite sufficient to establish the professional character of teaching, so far as it can be done by a provision for testing the qualifications of those who desire to become teachers.

The principal conditions that seem necessary to secure for any avocation the rank of a profession have been stated, and, I think, it has been proven that teaching answers these conditions. If so, an impartial public should award that rank to teaching which it justly merits.

I might pause here and conclude that the claims of teaching to the rank of a profession had been established, were it not for certain objections that are sometimes urged against this conclusion. Among these are:

1. *That Teachers do not make the business of Teaching permanent.*

It is granted that this is lamentably true, and that no other cause does so much to destroy its professional character. The members of the other professions, however, do not always follow that in which they first engage. Changes, indeed, are quite frequent, and, if these changes do not effect the standing of the professions in which they take place, similar changes, even though they be more numerous, ought not to effect that of teaching.

Besides, it is absolutely unjust to the few who are qualified, and who love their profession and remain faithful to it. It is believed that this number is rapidly increasing; and, if no mistake be made in judging of the spirit that now actuates teachers, the profession of teaching must ere long have as united, as devoted, and as permanently organized a body of members as those of any other profession.

2. *It is urged that Teachers cannot support the dignity of a profession.*

"Teaching ought to be made a profession," said a lawyer in my hearing sometime since at a Teachers' Institute; "but," he added, "teachers are too poorly paid; they cannot support the dignity of a profession." This was said more in sorrow than in anger; and, the fact cannot be concealed or denied that teachers receive less compensation than men engaged in any other business, requiring an equal amount of labor and equal qualifications. It is true that lawyers have received more money for the management of a single case, than teachers of equal talent have been able to accumulate in a laborious lifetime, and that physicians sometimes charge more for a single surgical operation, occupying an hour, than a teacher can earn in a year, on every day of which he may have exhibited as much scientific knowledge and equal skill. But truthful as this statement is, and shameful as the facts are which warrant it, should those teachers who are willing to labor on, actuated either by the love of teaching or influenced by the hope that they

must eventually receive a just compensation for their services, be deprived, on that account, of the honor fairly merited by the importance of the office, and the qualifications required to discharge its duties? Are wealthy lawyers and wealthy doctors alone recognized as belonging to the professions of medicine and law? Have not some of the highest ornaments of both died poor? Take away all the property belonging to their members, and would not those professions still have a noble object, a basis founded on science, and whatever else is necessary to constitute them learned and honorable? A costly dress and gaudy equipage may be essential to give character to the haughty millionaire; stars, and garters, and titles of nobility may be necessary to the existence of a privileged aristocracy; but science has always furnished an open field for distinction, and wealth can add no dignity to the true profession.

3. *It is said that teaching does not enjoy that measure of popular favor to which a profession should be entitled.*

This may be true, but teaching is on that account no less noble in its aims or scientific in its operations; neither does it require less learning or special preparation on the part of its members, nor should it therefore be less honored as a profession. If people were all so ignorant that they would refuse to listen to the minister or reject the advice of a physician, would it render these professions less professional? If not, then, no want of popular appreciation of the benefits arising from education, can make the profession of teaching less honorable, or in the least destroy its professional character.

4. *It is alleged that teaching has little professional literature.*

If this allegation is admitted, does it prove that teaching is not entitled to the rank of a profession? I think not. A profession must exist before there can be a professional literature; the latter, indeed, is but the outgrowth of the former. Destroy the literature of law and medicine, and the profession will remain. Hence a purely professional literature is not essential to the existence of a profession.

But is it true that teaching has little professional literature? A few considerations will enable us to determine.

The literature of a profession consists, essentially, of two parts; first, of books which treat of the sciences upon which its principles are founded; and, second, of the books which treat of the application of those principles to practical purposes. The subject matter of medicine, for example, consists in a knowledge of the human body and its relations to certain substances used as medicines; or, in other words, in a knowledge of such sciences as anatomy, physiology, chemistry and materia medica. This profession, as an art, consists in an application of such knowledge in surgery, the practice of medicine, and in pharmacy.

Now by far the largest proportion of the literature of medicine,—and the same is true in law and theology,—will be found to be composed of treatises on the subject matter of medicine, or what may be called the science of medicine. A small library would contain all the books which have ever been written with reference purely to the practice of medicine, law or theo-

logy. Suppose it be admitted, then, that there is a sad want of works which treat of the relations of the subject matter of teaching to the educational capabilities of the human mind—a sad want of works which treat systematically of methods of teaching—it cannot, on that account, be argued that teaching has not good claims to be ranked equal to the other learned professions.

As to its subject matter, teaching has a literature more comprehensive than all others combined. The sciences upon which the other professions are based form a part—and but a part—of its all embracing course of study. It boldly incorporates into *its* materia medica, all that painter ever placed on canvass; all that sculptor ever chiseled; all that poet or historian ever wrote; all that philosopher ever discovered; all that holy men ever prophesied. The teacher only has freedom of earth and sky. To-day, when he would inspire youthful bosoms with adequate ideas of the majesty and sublimity of the creation, he selects as a subject, the stars of heaven; tomorrow, when he would prove to thirsting minds that the earth, too, has objects of interest, he points them to the curious flower, the strangely-formed animal or the buried fossil.

The teacher's broad profession embraces all facts, all phenomena, all art, all science. Every word in language, every event in history, every object in nature, every law of matter and of mind, may become the subject of his instruction. Even from the mystery that rests below and beyond the bounds of human knowledge, from the faint nebula which defies the penetrating glance of the mighty eye of the telescope, as well as from that world of life, the wonders of which the microscope can never reveal, he may glean deep lessons of the Infinite, which he can impart to breathless listeners. Tell us not, then, that teaching has no literature. All literature is the teachers; and, though, perhaps from the greatness of the task, the preparation of works relating to the special application of the means of instruction nature so lavishly furnishes, has been too long neglected, the teacher's profession remains the same; and considering its comprehensive character and the magnitude of the interests dependent upon it, I am tempted not only to claim for it the rank of a profession, but to entitle it the Great Profession.

Having now considered the conditions and requirements necessary to any avocation, before it can be called a profession; having shown that teaching answers these conditions; and having proven that the several objections urged against the claims of teaching to the rank of a profession, either are not well founded, or lie equally against all professions,—the task assigned me approaches completion.

Teaching not only has claims to the rank of a profession, but if the signs of the times are not deceptive, they indicate that, ere long, if teachers are true to themselves and to it, these claims will be generally recognized. I do not believe that there is any general public disposition to degrade the teacher. He has only to free his profession from the horde of intruders that have but disgraced it, and prove himself faithful and efficient, and he will

be properly rewarded and properly respected. Let us, to-day, as Pennsylvania teachers, adopt the motto: Be true to your calling, and resolve to live according to its spirit; and we will have the proud satisfaction of seeing it grow up into a profession, noble in its aims, great in its proportions, and honorable in the estimation of the public.

Millersville, Aug. 6, 1857.

From the Pennsylvania School Journal.

SCHOOL DISCIPLINE.

BY S. B. M'CORMICK.

DISCIPLINE is defined to be "Education; 1. Instruction; cultivation and improvement; comprehending instruction in the arts, sciences, correct sentiments, morals and manners. 2. Instruction and government, comprehending the communication of knowledge and the regulation of practice. 3. Rule of government. 4. Inflicting of punishment."

According to this definition it is education and instruction. But though all discipline is education, all education is not discipline. Discipline is the method or manner of education, and has reference to our intellectual, moral and physical improvement.—Man is a trinity, composed of three distinct natures, yet one being, and inseparably one so far as his own agency has any control. In order to the full development of man, these three natures must not only be equally educated, but also equally and fully disciplined—properly restrained as well as properly taught. The predominance of any one of these natures destroys that equilibrium designed by the Creator as the regulator of human actions. Intellectual power, moral force, and physical strength develop the man, and these must act with equal force to produce a full development.

To discipline, intellectually, is to place and keep the mind under such proper restraints, as will secure an easy and absolute control of all its functions.—Order in thoughts, method in reason, comprehensiveness in investigation, and abstraction in discrimination are essential to a well-ordered mind. Enforcing these rules, impelling these restraints, is mental discipline.

Moral discipline has reference to the development of the moral powers, and is a very essential, though much neglected part of school discipline. It is the most important part of youthful training, not only because impressions and habits formed in youth are not easily eradicated, but because the moral sense is the guide to both the physical and the intellectual nature. Every movement of the child should be carefully scrutinized and scientifically interpreted, and a check placed immediately upon the delusive senti-

ment or revolting passion. Actions are the offspring of thoughts, and if carefully interpreted, not only serve as an index to the mind, but also as the true exponent of the heart—the feelings which give complexion and character to the act.

Physical discipline is the restraint placed upon the habits and actions of men. It has reference to the proper cultivation of the habit, as well as the regulation of the act itself. Feasting the eye with appropriate scenery, regaling the ear with harmonious sounds, indulging the taste with a wholesome nutriment, cultivating all the senses so as to produce the greatest amount of happiness without the violation of any natural or moral law, placing the appetites under proper restraints at a proper age, controlling the habits and actions so as to secure the preservation of health, are the general characteristics of physical discipline.

Discipline implies—first, a *rule*, and secondly, the execution of that rule. *What* discipline is, has already been stated, but *how* to discipline remains to be noticed. The theory and practice of government in schools are by far the most important part of a teacher's duties. In order to prepare a suitable code of rules for securing the restraints already mentioned, the teacher must, to a great extent, comprehend the secret springs of human action. He should not only be a legislator, that he may enact a law, but he should be a philosopher, that he may know what law to enact. Though his government is patriarchal or parental, yet he may derive instruction from the study of municipal law and the object of civil punishment. And having ascertained the best *mode*, and enacted the best *rule*, yet another difficulty is presented in its execution. He is not only the philosopher to devise, the legislator to enact, but the executive to administer the law. This is practical discipline, and the most critical part of a teacher's duties. In order judiciously to enforce a law or to inflict its penalty, one should comprehend the object of punishment. Punishment is not only a "terror to evil doers and a praise of those who do well," but it has immediate reference to the *reformation* of the recipient. The question then resolves itself into this: How can we best reform? The obvious answer is, by reaching the moral nature. Without this, genuine reform is impracticable. One may correct an improper habit for the time, but to produce a lasting good, the moral man must be convinced that what has received his sanction is wrong. There must first be a knowledge of wrong, which is imparted by enlightening the mind. But this is not sufficient. It must be followed by the conviction that wrong committed will be followed by a punishment, just as surely as effect follows cause. Physical punishment inflicted, separate and apart from moral training, is not only unwholesome discipline, but entirely ruinous to every nature of man. It hardens the heart, renders the intellect stolid, and by unduly exciting the passions, abuses the physical functions. It is not argued that physical punishment is useless, but only that it is fruitless of good results, unaccompanied by any moral reasoning. If administered in perfect accordance with "the law of kindness"—with the assurance that it is for present and future good, and not to gratify the malicious

feelings of the administrator—it may do good. But the grand object of all punishment, whether physical or not, is so to reach the heart as to produce willing and voluntary reformation.

But the disciplinarian has other duties to perform. He is also the judge, both of the nature and magnitude of the offense and of the kind and quantity of punishment to inflict. In his office are combined and blended all the official functions of State authority; and complete success depends very much upon the skill manifested in meting out the punishment due to offences committed.

In school discipline, it is necessary not only to restrain and properly cultivate the intellectual, moral and physical nature, to design philosophically, to enact judiciously, to administer understandingly, and to judge of the *quantum* of punishment—all of which duties devolve upon every teacher of our public schools—but he must himself be a walking, living example of right.

Preceptive teaching may do with some children who are daily within the hallowing influences of living example at home; but the great responsibility of the true disciplinarian only appears in its magnitude, when he is viewed as the examplar of hundreds of children who have no examplars at home. For this reason a teacher cannot discipline a variety of character, placed in the same room, under the same laws, unless he is a true model for all to imitate. While preceptive teaching may occasionally succeed, practical example is the great power which influences and disciplines a school. The teacher should be a model in intellect, in morals, in manners, in obedience to the laws of the land, and in the observance of the laws of nature.

These remarks might be greatly amplified, as the theme is fruitful; but a disposition to avoid trespassing upon time has induced the writer to give merely a condensed statement of the nature, method and character of true school discipline. For the errors which may be manifest, he asks the indulgence of the critical, and hopes the "law of kindness" may be largely recognized in the reception or rejection of these remarks.

From the Alabama Educational Journal.

METHOD OF TEACHING ARITHMETIC.

In teaching mental Arithmetic the instructor takes especial pains that the lesson should not be so long that his pupils may fail to master it all. Every learner must have a text-book, and the solutions must be given in accordance with a particular form, beginning at the beginning, and ending as in the syllogism, with a formal conclusion. When the hour for class has arrived, the books must all be left at the desk, and a settled order assumed upon the benches. The teacher then reads a question and calls immediately

upon some member of the class. As any one is liable to be called upon, he is sure of full attention, for it is a decided disgrace for any pupil to be found unable to give the question itself. The individual called upon rises in his place promptly, and repeats the question distinctly. For this I have three reasons:

1. That I may be sure he understands the question.
2. That his memory may be strengthened.
3. That he may acquire confidence and accuracy in speaking when others are listening to him. He then proceeds with the solution and conclusion, when he sits down; and if any others think they can do it better, their hands are raised. During this recitation the teacher does not draw out by questions; the pupil must be self-reliant. If he is unable to proceed with questioning at *that* time, he must give the floor to others who can. In such cases his successor must resume just at the point the former failed, it not being necessary that what was right should be repeated. All the questions in the lesson having been asked, the teacher chooses others involving the same general solution; these may be either extempore, or, if an author is at hand, from *his* pages. In this way pupils soon learn that it is their province to do the *work* at recitation; and in cases of difficulty do not defer to that hour the request for explanation.

In written Arithmetic, the same principles are carried out so far as practicable. Before assigning the lesson, the teacher has *assured* himself, by examination of his text-book, of the extent he may reasonably expect his class to master; and he explains to them, at the time of giving out the lesson, the process which *they* are expected to explain at the next recitation. He affords to all the opportunity of asking questions upon any point that may not be understood. They know distinctly that the time of recitation, except in peculiar emergencies, is not to be consumed by their teacher's labor, but that they must at that hour be prepared to do the work. They know, besides, that their teacher will take pleasure in rendering them any needed assistance beforehand, so that there can be no excuse for failure.

When the recitation hour has come, the books are left at the desk, and if the class is small, the slates with them; if large, each pupil must bring a slate and pencil. Having previously prepared himself on that particular lesson, the teacher does not need the book until it is time to give examples upon the board; hence the first question is never, "where do you commence?" but, "what is the subject of this recitation?" This is followed, in rapid succession, by others, that are adapted to test the knowledge that has been attained. The teacher having no occasion to use the book in his instruction, becomes in the eyes of the pupils a *living* book, and they strive to become independent like him. Their interest is thus maintained; and as they catch the inspiration of the hour, they feel exalted by a conception of their own powers, and are ready to grapple with sterner truths than any yet unfolded.

Having become satisfied that his labor is progressing well, the teacher now opens the text-book and calls upon some one in the class to go to the board.

He promptly passes, takes his position at one extremity, puts down "No. 1" for his example, which is immediately read, repeats the example and proceeds to his business. A second is called, and taking his position next, writes "No. 2," repeats his question; and so on until the board is filled. As soon as any example is completed, the worker of it resumes his seat. By the time the last one for whom there is room has repeated his question, the first one should be ready for explanation, and is called upon not by name but by number. If incorrect, or very imperfectly explained while the work is correct, some hands are pretty sure to be raised, and another trial is given to the example. As soon as it is disposed of, the explainer erases it, and a new pupil proceeds to occupy the place, while a second explanation is going on.

The questions assigned are those which the author gives; but in review others are frequently selected, to see how well and promptly the principles can be applied in new cases. It is well if the pupils themselves can be induced to make questions under the rules. I believe they are almost always pleased with the idea of having new ones proposed. Not unfrequently when the consideration of a rule has been completed, the teacher should assign to the class some general question covering all the varieties they have been over, for them to think of, and answer at the commencement of the following recitation.

For the Journal of Education.

TEACHERS' SALARIES.

MESSRS. EDITORS: I noticed in an article of your selection from the *New York Teacher*, on "Teachers' Salaries," under topic 2d, the following observation: "If teachers would make money, they must be keepers at home."

I think I shall not disagree with a majority of teachers, in asserting my opinion that teachers should, out of their compensation, be able to deposit their "fifty dollars" in the "Savings' Bank," at the close of each term, and enjoy a pleasant recreation trip, even though it should chance to "benefit the railroad stockholders" and the "first class hotels." I cannot believe a teacher's occupation is so much inferior to that of a "bar-tender" or counting clerk, as to limit his salary to so meagre a pittance as to deprive him the enjoyment of a vacation visit with the loved ones of his, perchance, distant home, or a short excursion to restore vigor to his exhausted mental or physical organization, after a long and tedious application to hard labor in our (at present) ill-ventilated school-rooms.

But, setting aside these inducements, we believe it is a *duty* as well as a pleasure that a teacher should travel, in order to gain that general knowledge of persons, places and things, which can only be acquired by traveling; that

knowledge which "Geography and Bayard Taylor's travels" do not impart, nor the limited circle of his own little town afford.

We believe that a teacher should not only possess a knowledge of books, but of the social customs of at least his own nation; that his manners should be polished, and his actions refined; that he should be instructed in the calisthenics of the great school of life, and versed in its unwritten library, and not an artificial pedagogue, manufactured within the dim college walls, by some A. M. or A. B., and sent forth stereotyped to take his place in our public schools.

To be a popular teacher, in this progressive age, one must be constantly acquiring instruction. The scholar of fifty years ago is not prepared to take charge of a public school under the present system of teaching. The demand is for the scholar of to-day to fill the teachers place, and if talent and culture are desirable qualifications, why not compensate these, as well as the ability to measure tape or wield the tools of the mechanic? Is it because the mind is of inferior value, that those employed in its culture must be limited to wages barely sufficient to satisfy the necessities of the present? or should the salaries be increased in proportion to the exertion requisite to fill their places with honor, as instructors of mind? If the latter, then it should be unnecessary for them to be "keepers at home, to enable them to make the last few years of their lives comfortable."

And now, teachers, you who, like myself, love to travel, do not hesitate to deposit your "fifty dollars" in your *pocket*, and, when it is time, invest such a portion of it as is necessary in "railroad tickets," and enjoy a pleasant vacation trip; and, step aside with me while I *whisper* in your ear, strike for higher wages when you get home, and see if there is any preference for *the teacher who travels.* A TEACHER.

EDUCATION OF THE AGRICULTURALIST.—No man is so high as to be independent of the success of this great interest; no man is so low as not to be affected by its prosperity or decline. Agriculture feeds us; to a great degree it clothes us; without it we could not have manufactures, and we should not have commerce. These all stand together, but they stand together like pillars in a cluster, the largest in the middle, and that largest is agriculture. We live in a country of small farms and free-hold tenements; a country in which men cultivate with their own hands their own fee-simple acres, drawing not only their subsistence, but also their spirit of independence and manly freedom from the ground they plow. They are at once its owners, its cultivators, and its defenders. The cultivation of the earth is the most important labour of men. Man may be civilized in some degree, without great progress in manufactures, and with little commerce with his distant neighbors; but without cultivation of the earth, he is, in all countries, a savage.—*Daniel Webster.*

For the Journal of Education.

THE VALUE OF A GOOD SCHOOL-HOUSE.

NUMBER ONE.

A MAN of wisdom has said, "The price of wisdom is far above rubies." By wisdom, we are to understand all that pertains to man's physical, mental and moral well-being: *health*, *intelligence*, *refinement* and *virtue*. These are the sources of *individual*, and, consequently, of *national* prosperity. All that contributes to the advancement of these is priceless. Who will presume to deny that a well-located, well-constructed school-house is a powerful auxiliary in this advancement? Assuming such to be the case without argument, let us notice its value, pecuniary, political, social and moral.

A good school-house *costs* money, but in the end it *saves* money. Every true economist sees its real value. There is a false economy abroad in the world, which leaves a dollar in the pocket *to-day* but to return and take two *to-morrow*. It is the economy of the man who runs a mile to catch a horse that he may ride half a mile; of the man who attends Auctions to buy old furniture, which he must pay the same auctioneer for selling. This kind of economy is far too prevalant. Many a school-house *requires* the presence of the *mechanic* nearly as many months in a year as of the *teacher*. "Who cares for the old school-house," has cost many a district more money in ten years than would have sufficed for the erection of a good school-building.

If he who saves a penny, even at the expense of a penny earned, is a gainer, how much more is this the case when the penny saved secures the two pence earned. A good school-edifice is a point of attraction to all intelligent, industrious and wealth-producing immigrants; while, at the same time, it repels all that feed upon the ignorance and vice of their neighbors. It stands a lasting and unmistakable monument to the intelligence and refinement of the people, and impresses upon the minds of the sturdy sons of toil, the very back-bone of our prosperity, who are seeking a home, the idea of permanence, and promises them all the needed comforts of a *real home*.

This source of pecuniary benefit, flowing from a good school-house, is by no means the most important. It is worthless when compared with even the pecuniary advantages resulting from *health*, *intelligence* and *virtue*. *Labor* is the *source* of *wealth*. Without *health* there can be no *labor*. Intelligence leads to a wise and skillful use of tools, and increases the profits of labor. It is known by all that compensation is in exact ratio to skill employed. It is a matter of observation in some of our largest manufac-

turing establishments, that the well-educated artisan, with an equal degree of physical strength, earns more than his less intelligent fellow. It is no part of my present purpose to show why this is so; all admit its truth. Health and intelligence *produce*—virtue saves wealth. That wealth flows from a good *school-house*, through these channels, has been assumed. Before discussing the question more fully, let us for a moment go to the past. Many of my readers can recall the "old school-house" as it stood, unenclosed, unshaded, unpainted, unventilated. And yet it was the most attractive object in the neighborhood of *sand* and *lime*, or *mud* and *musquetoes*. Its dimensions seemed to have been taken from the solid contents of those who were to occupy it. There we sat, with feet pendent from the edge of a plank, backs curved for their own support, and eyes watching the nervous movements of the teacher, rendered hourly more nervous and petulant for want of pure air. Can we not recall the unbidden yawn, the languid restlessness, the dull headache, arising from the absence of life giving oxygen? Now tell me, are such circumstances conducive to health? Can such surroundings create a relish for study or love for books, without which there can be little progress? Is the constant inducement to truancy an aid to virtue? I do not say that these channels of wealth already alluded to may not be constructed *in* a poor school-house, but I do say that the house itself will not *aid* in their construction. If constructed, then, it will be in spite of the house. Nor can any one deny that a good school-house is a very powerful auxiliary in the work.

In my next, I will allude to the political, and, perhaps, the social value of a good house.

PLATTEVILLE, Oct., 1857. J. L. P.

For the Journal of Education.

LEARNING A TRADE.

"*Resolved*, That under the present organization of society, every young person ought to learn a trade."

THE idea conveyed by this resolution is this: a moral obligation rests upon every young person to learn a trade. It follows, as a matter of course, that the same kind of obligation rests upon parents and guardians to open the way for those persons under their care to do so.

The notion which prevails so generally in fashionable society, and which tinctures and tarnishes the sentiments of almost every young person in all sorts of society—that an apprentice is one grade beneath a clerk, or a student; and that a young woman who is supporting herself by making bonnets or vests, is not worthy to associate with a miserable *shirk* who does

nothing—is so absolutely absurd and contemptible, that one scarcely feels like stooping to combat it. It is one of those abstract volatile ideas which can never be reduced to a developed tangible form, and brought into fighting shape. This false sentiment, I suppose, had its origin in a three-fold cause. The first, and the one which will be found altogether the most difficult to remove, is *laziness*. If humanity could be once made to see how inconceivably *mean* it is to be lazy, one great difficulty would be removed. The second cause is the *fact* that mechanical men, as a class, have been poorly educated. The third cause is another fact, namely, the idea which has prevailed among these persons, that they, as individuals, have no great moral and political obligations, and no duties in the field of literature, and that if they do their work well, and enough of it, their part in the life drama is well acted. Farmers, mechanics, and other laborers, are rapidly rising in this respect. The extreme of folly regarding the superior respectability of one useful calling over another, is passing from the public mind, and let us beware that in sailing clear of the rocks of Scylla we do not founder our barque upon the no less rugged shores of Charybdis. The Son of Joseph wrought at the carpenter's bench, probably nailed shingles and cased windows; Roger Sherman made leather shoes and boots, and Elihu Burritt made nails and shod horses. It is dignified, it is noble, it is man-like, it is God-like, to work. But there must be men for other business than working with the hands at what are termed trades. We need ship carpenters, but of what use would ships be without sailors. We want men to build railroads, but we must have men to conduct commerce, or railroads would be of comparatively little use. We must have men to teach school and to preach the gospel. Until that happy era is ushered in when "men shall be ashamed of the headache," we shall need physicians; and until all learn to "deal justly and love mercy," we shall be obliged to have lawyers, and he who fills well either of these offices must fit himself for it by more severe discipline and by more years of patient study, than would be required to make a good mechanic. Merchants are not all cheats—lawyers are not all liars—ministers are not all hypocrites—and school teachers are not all tyrants. What we need is not that every man should be a mechanic, but that every one should be good and useful. While I would have the labors and duties of the mechanic or tradesman "magnified and made honorable," I would just as highly honor the man or woman who, with patient industry, fills some other niche in the wide world of usefulness. I would, by all means, have every young person qualified in some way to earn his daily bread. I wish with all my heart it were utterly impossible for any person possessed of the requisite physical strength for earning his livelihood, to obtain it in any other way. But if you could oblige a young man to learn the blacksmith's trade, you could not oblige him to love the business, and if he were really lazy, you would not thus make him industrious. I know that professional men need exercise for physical development, but it does not follow that they must all learn the shoemaker's trade, any more than it follows that all shoemakers must study law for the sake of intellect-

ual development. If you tell me that the school teacher, or the minister, may lose his health, and be obliged to support himself at last by the sweat of his brow, (oh! he might now be said to do so by the sweat of his brain,) and that he should be prepared for such an emergency by learning a trade, I will tell you that the carpenter may lose his arm, and be obliged to resort to some other employment, and ought therefore to study a profession. Every person ought to be ready and able to support himself by the time he is twenty one years old.

Every person, then, must work at a trade through life, or some will be under the necessity of accomplishing a considerable amount of business in twenty-one years. First, he must grow from four-and-a-half to six feet in bodily stature. Then he must make his mind grow in proportion—he must grow wise and good. Then, he must learn a trade, and now he must fit himself for his chosen calling. Oh no, don't let us all turn milliners and carpenters, mantuamakers and blacksmiths, but let us all become true men and women. Let us "do with our might, what we find to do,"—learn to honor the honorable, to despise sloth, and to make "footprints on the sands of time" which shall turn to our account in the records of eternity.

SHEBOYGAN. E. L. B.

For the Journal of Education.

QUALIFICATIONS OF TEACHERS.

MESSRS. EDITORS:—I was much interested in those articles in the October number of the Journal, containing strictures on the qualifications of teachers and having been six years an examiner, I can well attest the truth of those remarks; I am convinced that one of two things is true, namely—that either my standard of qualifications for teachers of common country schools is too high (!), or that the qualifications of a majority of candidates are of an order so low, as to require no small amount of conceit and self-assurance to present themselves for examination.

That the former is true, I cannot for a moment entertain an idea, hence I infer the truth of the latter. In the course of my experience, I have often felt pity, amusement, vexation and indignation, at the ridiculous appearance made by ignoramuses, who fancied themselves highly capable of *teaching any thing in their line.* I have found comparatively few teachers able to bound the State of New York correctly, and one "experienced teacher" was unable to tell whether he passed through Lake Superior or not in sailing from Chicago to Buffalo, although he several times passed over the route. Another teacher, of equal "experience," was astonished to learn that the earth traveled around an orbit of 190 millions of miles in diameter, but supposed that it stood whirling in nearly the same position, similar to the revolutions of an artificial globe; while I have found the orthography

and syntax of others enough to call forth the ghosts of old "Dilworth" and Lindly Murray. Such deplorable ignorance as is too often rewarded with a certificate of "do believe that he (or she) is well qualified to teach, &c.," is a lasting disgrace to the profession.

But candidates are not alone censurable. Superintendents are not sufficiently thorough; many are utterly unqualified for their office, and others are too indifferent or too indulgent, granting certificates when they should have been withheld. The resolution passed at the late State Teachers' Association, requesting superintendents to be more thorough in their examination of teachers, cannot be too strongly impressed upon the minds of those officers.

As the season has arrived when country teachers are seeking their winter's employment, I would suggest that they procure their certificate before engaging their schools, thereby preventing, in many cases, much mortification by being compelled to annul their contracts for want of that important document. And to those who do teach I would say, enter your school-house with a determination to *earn* your compensation—determined to make your mark and earn a reputation, as well as your compensation—determined that your school shall exhibit a marked improvement at the close of the term, and that the district shall feel amply compensated for the expense incurred. By a little well-directed effort, it will be an easy matter to obtain an influence over your patrons as well as pupils, and, when once interested, few school boards will refuse to provide maps, globes, and other articles with which every school-room should be furnished, and which will tend greatly to enhance the pleasure of teaching.

KENOSHA COUNTY. SUPERINTENDENT.

For the Journal of Education.

"WATCH THE MAIN SPRING."

MAPLE GROVE, Nov. 3d, 1857.

MESSRS. EDITORS.—The meeting for October was adjourned to the present date without anything of special interest. The people are astir, and we are likely to have much discussion.

After the usual opening exercises, the president introduced the following remarks:

"Gentlemen.—There appears to be an increasing interest upon the subject of public schools. The faults in educational systems are being exposed and corrected. The benefits of good, and the evils of poor schools, seem to be more clearly seen, and the value of a true education more generally appreciated."

The subject under discussion is exciting considerable attention, and indeed should be thoroughly investigated, as it is one of vital importance to our

State and country. We have wealth and every natural advantage that can be desired. It now only remains for us to properly employ the means within our reach to secure the very highest degree of success in our schools. For this we have met; for this let us labor.

Mr. Broadhead took the floor, and said: "I arise to continue my remarks upon the subject of town superintendents.

"If a system is objectionable in theory; if it bears within itself the seeds of ill-success—has been thoroughly tested and found wanting, why need we hesitate.

"To show that this is true of our system of superintendency, we submit the following:

"We cannot suppose it possible to find in every township in our sparse settlements, and among our foreign population, men qualified for the office. And what are the facts upon this point?

"It is speaking within bounds to estimate that not one half of the town superintendents in the State are qualified to examine teachers, and decide whether they are fitted to teach a school upon the present improved plans. Many are elected yearly that are not able to write a certificate, and some who are not able to read or write a word of the English language. Many are elected of a common education, but who know nothing of teaching, and were themselves taught in the days of chimneys and pokers and hickory government, and regard classification in school injurious, and mental Arithmetic as useless, if not dangerous.

"2d. Town superintendents are often business men, who cannot afford to leave their ordinary duties to visit schools at a dollar and a half a day; at least they will not, and do not, which is equal to cannot; consequently schools are neglected.

"3d. They are elected yearly, and usually on account of political preferences, so that there are frequent changes, and what one can build up one year another can pull down the next.

"4th. They have no connection one with another, so that every one acts for himself and by himself. There can be no concert of action, neither any uniform system of operation. This is enough of itself to preclude all hope of success. We might as well expect fifty men to raise a heavy building without any order or regulation, one lifting one day and another the next.

"5th. Superintendents are often connected in business, by acquaintance, or by some nearer relationship with their townsmen, so that they are not left free to act. Again, they sometimes wish to teach, and are thus led to act with partiality. These things seem small, but they often breed difficulties in communities, and like moths eat out the vitality and usefulness of schools.

"This system has been tried in many of our States, and has, in whole or in part, been rejected.

"The State superintendent of Pennsylvania says in substance as follows:

"'The office of county superintendent in New York had done more to advance the cause of education by common schools, during the period it was

permitted to exist, than all other causes combined. It was regarded by the most active and accomplished of the superintendents of that State, as 'the vitality of their system, and the only efficient means of enforcing a healthy and uniform administration of the law, and of obtaining, with any degree of accuracy, those statistical details in reference to the practical operation of the system, of so great value to the department, the legislature and the public.' 'And when borne down by public clamor,' resulting from an unclean alliance with politics, and other interests, the office was abolished, in opposition to the opinions and wishes of 'the most enlightened friends of education throughout the State,' the act was regarded as most disastrous to the prosperity of the common school system. Up to that period its progress had been uninterruptedly onward, and the 'abolition of county superintendents was the first retrograde step in its history.'

"It will be remembered that the change spoken of here was from county to town superintendent; and that since that time they have introduced the county superintendent with the town, and lastly rejected the town superintendent entirely.

"We shall look anxiously for such a change in our State."

Mr. Stone said: "I do not wish to oppose any improvement, but as yet I see none. Doubtless there are faults in any and every system; but if we begin to abolish for faults, where shall we end? Certainly we shall be obliged to abolish all mankind with all their works. Suppose we introduce the county instead of town superintendent, should we have a system without fault? Who would insure us against men too lazy to teach, third rate lawyers, silenced ministers, 'half-year captains,' 'hungry politicians,' and all that when anything like a paying salary is attached to the office."

Mr. Broadhead said: "We are glad to know that the gentleman will not oppose an improvement, and that the ground we have taken in regard to our present system is virtually acknowledged. It now remains only for us to show that a system may be introduced by which we may avoid the principal faults to which we have referred. This we will endeavor to do at a future meeting, but will not trespass further upon the time of the meeting at present."

Several others spoke, generally agreeing as to the inefficiency of our present system, but seemed to offer no satisfactory substitute.

On motion, meeting adjourned to December 1st. REPORTER.

PROCEEDINGS OF SECOND INSTITUTE HELD AT DARTFORD,

OCTOBER 5th TO 9th, 1857.

MONDAY, P. M.

The President being absent, the meeting was called to order by the Vice-President, Mr. E. P. Locke.

After a few remarks, he called on the Rev. Mr. Richards, of Berlin, to open the meeting by prayer.

After a few remarks, Mr. A. H. Lewis, of Berlin; Mr. R. Baker, Oxford; and Miss T. Ellen Abbott, Berlin, were appointed as committee to draft a programme.

While committee were preparing report, Minutes of the last session were read by the Secretary. The committee on programme reported the following for the week, which was accepted:

9 o'clock, called to order. Roll called, and Devotional exercises, 20 minutes.
9 20 Arithmetic, by J. J. M. Angear.
10 00 Reading and Spelling, by Rev. Wm. Richards.
10 30 Recess.
10 40 Phonetics, by Mr. A. M. May.
11 10 Geography, by Mr. R. Baker.
11 30 Miscellaneous Business.
12 00 Intermission.

P. M.

1 30 Singing.
1 40 Grammar, by Mr. E. P. Locke.
2 25 Physiology, by Messrs. Lewis and Austin.
3 00 Recess.
3 10 Mental Arithmetic, by J. J. M. Angear.
3 40 Composition, Elocution and Critic's Report.
7 00 Discussion, Declamation, Lectures, [&c.

M. John Austin and George Patten, Ripon; Mr. R. Baker, Oxford; Miss Sarah W. Abbot, Berlin; and Miss Cynthia E. Hake, Princeton, were appointed committee on Resolutions.

The Rev. Mr. Richards made a few remarks on Elocution.

EVENING SESSION.

The report of Mr. J. Austin, chairman of committee on resolutions, was accepted.—Several resolutions were discussed with interest, and finally adopted.

Elocutionary exercises by Rev. Mr. Richards, occupied time until time for adjournment.

TUESDAY.

Exercises as per programme.

EVENING.

Business of Association attended to, and the following officers elected for the ensuing year:

President: J. J. M. Angear; Vice-President: M. B. True; Treasurer: A. M. May; Secretary: E. P. Locke.

Executive committee: Dr. G. R. Shaw, E. Filbrook, George Terry.

Mr. E. P. Locke having resigned his position as Secretary, Miss T. Ellen Abbott was elected to fill the place.

While balloting for officers, remarks were made by several members, and an exercise in gymnastics and elementary sounds, led by J. J. M. Angear.

WEDNESDAY, A. M.

Exercises as per programme.

WEDNESDAY, P. M.

Met at the time appointed. Called to order, and adjourned for the purpose of taking a ride upon Green Lake, which was very much enjoyed by all. The fifty teachers and friends there present will long remember Dartford and its kind and generous inhabitants.

WEDNESDAY EVE.

Several resolutions were discussed by members, after which Rev. Mr. Richards delivered a lecture. Subject, Astronomy. Adjourned.

THURSDAY.

Exercises as per programme, excepting the reading of a poem from Burns, by E. B. Gray, of Racine, and the reading and criticising of compositions, by Rev. Mr. Richards, Berlin.

THURSDAY EVE.

Report of committee on resolutions, and the discussion of the same occupied the time.

FRIDAY, A. M.

Called to order. Devotional exercises. Programme suspended for the day, with the exception of the critics report.

Mr. A. M. May and A. H. Lewis, Miss S. W. Abbott, M. Wedge, and J. Mosely, were appointed as committee to instruct the executive committee with regard to the next Institute.

An essay was read by J. Austin, of Ripon. Also, one of Burn's poems was read by George Patten.

Recess. Critics report. Adjourned.

FRIDAY, P. M.

Called to order. Report of committee on resolutions accepted and adopted.

Report of committee to instruct executive committee accepted and approved.

Remarks made by several members. After which a few appropriate remarks and a closing prayer by Rev. S. Bristol.

Adjourned to Berlin, second Monday in April, 1858.

Rev. Wm. Richards, Berlin; Rev. Wm. Stephens and S. Bristol, Dartford; Mr. O. Armstrong, O. M. Ruggles, U. B. Baker, J. Austin, O. H. La Grange, Geo. Carter, H. C. Carter, and others, were elected Honorary Members during the week.

The committee on resolutions reported the following for publication:

1st. *Resolved.* That the office of Town Superintendent ought to be abolished.

2d. *Resolved,* That *like* labor should receive *like* compensation, whether performed by man or woman.

3d. *Resolved,* That no child should be permitted to attend school under six years of age.

4th. *Resolved,* That the educational interests of our State demand that the office of State Superintendent should be filled by a *practical* teacher.

5th. *Resolved,* That this Association recommend Town Superintendents to publicly examine applicants for schools.

6th. *Resolved,* That no Teacher should lay down a "code of rules" upon opening school.

7th. *Resolved,* That no Teacher should be employed who is in the habit of using ardent spirits or tobacco, without the advice of a physician.

8th. *Resolved,* That the first principles of political economy, as applied to our Government, should be taught in our Common Schools.

9th. *Resolved,* That we recommend to the friends of education, and especially to Teachers, the adoption of the Phonetics system of teaching reading, as the best method of acquiring a knowledge of the art of reading our common type.

Rev. Mr. Richards afterwards offered the following resolution, which was unanimously adopted:

10th. *Resolved,* That the heart-felt thanks of the Teachers Institute be hereby presented to the Methodist Church and Congregation of Dartford, for the use of their commodious house of worship during our present session; and also to the owners of a fleet of pleasure boats, that wafted us on our memorable pleasure excursion, and especially to the many friends who have so generously opened their houses, and spread their tables for us without reward, save the consciousness of doing good.

Mr. R. Baker offered the following which was adopted:

11th. *Resolved,* That we tender our thanks to the Rev. Wm. Richards for his assistance, and the warm interest he has manifested in our welfare and prosperity during the session of the Institute. Furthermore, that we defray his expenses.

A member offered the following, which was adopted:

11th. *Resolved,* That a copy of the proceedings of this meeting be furnished the Marquette county papers, and the *Wisconsin Journal of Education,* for publication.

J. J. M. ANGEAR, *President.*

Miss T. Ellen Abbott, *Secretary.*

NATIONAL TEACHERS' ASSOCIATION.

Philadelphia, August 26, 1857.

In accordance with a call issued to the "Teachers of the United States," many from various parts of the Union assembled in convention, at the Atheneum Building at ten o'clock, a. m. The meeting was called to order by T. W. Valentine, of New York, who read the call, and stated the design contemplated by the proposed organization of a National Teachers' Association.

Wm. Roberts, of Pennsylvania, moved that James L. Enos, of Iowa, be appointed temporary chairman. Agreed to.

On motion of J. P. Wickersham, of Pennsylvania, William E. Sheldon, of Massachusetts, was appointed Secretary.

Rev. Dr. Challen, of Philadelphia, read a portion of Scripture and offered prayer.

D. B. Hagar, of Massachusetts, offered the following resolutions:

Resolved, That in the opinion of the teachers now present, as representatives of various parts of the United States, it is expedient to organize a "National Teachers' Association."

Resolved, That a committee of three be appointed by the Chair to prepare a Constitution adapted to such an association.

The resolutions were discussed by Messrs. Hagar, of Massachusetts; Valentine, of New York; Hickok, of Pennsylvania; Bulkley, of New York; Cann, of Georgia; Challen, of Indiana; Taylor, of Delaware; Wickersham, of Pennsylvania; Barrett, of Illinois; Whelan, of Missouri, and Rev. Dr. Challen, of Philadelphia; all of whom favored the immediate organization of a National Teachers' Association.

The resolutions were unanimously adopted. The Chair appointed Messrs. Hagar, of Massachusetts; Cann, of Georgia; and Challen, of Indiana, the committee to prepare and report a constitution.

A communication was received from Messrs. Child & Peterson, of Philadelphia, inviting delegates to the Teachers' Convention, to visit the boat "Faith," and other relics of Dr. Kane's expedition. On motion of T. W. Valentine, of New York, voted to accept the invitation, and returned thanks for the same.

Wm. Roberts, of Pennsylvania, moved to hold the afternoon session of the convention in the Sansom Street Hall. Agreed to.

On motion, the hours of meeting were agreed upon as follows, viz: nine o'clock for the morning session, two and a half o'clock for the afternoon, and eight o'clock for the evening.

Voted to listen to an Address—written by Prof. Wm. Russell, of Massachusetts, at the opening of the evening session.

At half past twelve o'clock the convention adjourned.

AFTERNOON SESSION.

The convention met according to adjournment in the Sansom Street Hall, at half past two o'clock, and was called to order by the Chairman, James L. Enos. The minutes of the morning session were read by the Secretary, and approved.

A communication was received and read from the Teachers' Associations of the counties of Kent and Sussex, of Delaware, certifying that N. K. Lynch and J. Vanlone were appointed delegates to the National Convention of Teachers, to be held in Philadelphia, Aug. 26, 1857.

General remarks relating to education in different parts of our country, were made by Lynch, of Delaware; Bulkley, of New York; Richards, of District of Columbia; Sheldon, of Massachusetts; Roberts, of Pennsylvania; Valentine, of New York; and Hickok, of Pennsylvania. D. B. Hagar, from the committee to prepare a constitution, submitted their report, which, on motion of W. E. Sheldon, of Massachusetts, was accepted.

On motion of S. W. Bulkley, of New York, the constitution reported by the committee was taken up article by article, for adoption. After an earnest and free discussion of the several articles, in which many of the teachers present participated, and some amendments having been agreed upon, the following Preamble and Constitution was adopted unanimously:

[TO BE CONCLUDED IN DECEMBER NUMBER.]

Editorial Department.

NEVER before has the subject of education engrossed the attention of so many minds of every grade of ability and culture. Theoretically it has almost become a hobby. It has its *shibboleth*, its watchwords, and we sometimes fear that "mental development" and "the march of mind" may yet take the place of "manifest destiny" and "our country right or wrong."

There is great danger that the true end and aim of all right education will be overlooked in our eagerness to secure intellectual advancement. Education has been considered as an end, not as a means. The popular idea of an education is, the acquiring of a certain amount of information—a certain amount of mental discipline; the aim has been to make good thinkers, or good reasoners, not to make *good men*. This is clearly seen when we carefully examine our systems of education, the routine of study, and the arrangements and appliances for acquiring knowledge. In the first place, our systems of education are not based upon a clear recognition of the essential nature of the being to be educated.

It is said that in Chinese maps of the world, the "Celestial Empire" occupies the central and larger portion, while Europe and America are represented as small islands, and placed in the corners by themselves. So in our systems of education, mind, intellect, has occupied the foreground, and been represented in magnified proportions, while the physical, the moral and the emotional parts of our nature have been in a great measure overlooked or placed in the back-ground as of but little importance. As a consequence, among educated men (so called) we often find moral dwarfs or monsters, physical imbecilities, hermaproditic malformations; a well-developed intellect matched with a puny frame, or perhaps a mind and body erect and noble, united with a perverted conscience and a depraved heart. Now, a true education is a *full* and *proper* development of *all* the faculties and powers of the individual; not only a full, but a *proper* development, a development based not merely upon the *nature* of the faculties, but also upon the relations the individual sustains through those faculties to everything in the universe—to time and eternity—to God Himself.

Education, then, is a means of promoting personal cultivation and improvement, social regeneration, and public national growth and life; and any system which fails to provide for all of these ends is essentially defective, and cannot be relied on to make truly educated men and women. In future numbers we shall consider our common school system with reference to the principles stated above.

THE fall term of the public school in Palmyra, Jefferson Co., closed on the 16th of last month with a pic-nic, in which parents, teachers and children participated. At 2 o'clock, P. M., the pupils were formed in procession at the school-house, when marshaled by the teachers and assistants, and led by the Palmyra cornet band, they marched to Wisconsin Hall, and being joined by the parents and patrons of the school, they were comfortably seated and listened to short addresses from Mr. J. M. Bingham, town superintendent; the Rev. Mr. Waldo; the Rev. Mr. Dye; J. Carpenter and P. H. Turner, Esqrs., and others; after which they proceeded to dispose of the abundant supply of eatables with which the tables were loaded; listening at times to inspiring strains from the band, who sustained the reputation acquired by winning three premiums at County Fairs the present season.

All passed off pleasantly; all were highly gratified and encouraged to work with renewed vigor to sustain and elevate our system of free schools. Much praise is due to the principal of the higher department, Mrs. S. A. Emory, for the faithfulness with which she has performed her duties, for the progress which her pupils have made in their studies, and for the influence which she has had socially and morally over those committed to her charge. During the two terms that she has presided over the higher department, not a difficulty has arisen, no hard feelings have been engendered; she has secured the esteem of the parents, and the respect and affection of the pupils. Though the school-rooms have been crowded, especially the primary department, (there being often seventy on the seats at once,) yet the teacher, Miss Clara G. Turner, has acquitted herself creditably, and considering her youth and inexperience, (this being her first essay at teaching) has done a good work. It would be well for our schools generally if such gatherings as this were more common, if parents would visit the schools, make parties for the children, and give tangible evidence of regard for the teachers, who, in many instances, uncheered by a kind look or an encouraging word, are faithfully striving to do the greatest work devolved upon a human being—the work of educating the children of our country.

A TEACHERS' INSTITUTE was held at Wautoma, the county seat of Waushara Co., the second week of October. A goodly number of teachers, town superintendents, and friends of education were present, and much interest was manifested by the citizens generally. We were present, and were much gratified to see the progress which has been made in the right direction in so new a place as Wautoma. They have a comfortable, well-arranged building, comprising two departments for school purposes, and they have commenced the erection of a large addition for another department. They have employed two teachers for a year past, Mr. J. M. Fry and Miss Delia Blodgett, and intend to employ three in the future.

We were hospitably entertained by Mr. Moses Barrett and his excellent lady, both of whom have been engaged in teaching in times past, and are intelligent active friends of popular education. The present encouraging state of things in regard to education in Wautoma, is the result of the per-

severing efforts of a few persons, among whom Mr. Barrett is conspicuous for zeal and energy. Wautoma is a pleasant, flourishing place, situated near the center of the county, on the White River; has a good water power, a healthy location and good society. We were promised a copy of the proceedings of the institute but have not received it yet; will publish them next month.

On our way to Wautoma stopped at Horicon, and spent half a day in friend Pickett's school. We were much gratified at the order and discipline manifested in the exercises, and are satisfied that the people of Horicon have been fortunate in securing so able and efficient a teacher. Spent part of a day at Juneau, the county seat of Dodge Co. Mr. W. R. Kinyon has been teaching at this place for a year past, and has given general satisfaction. Mr. James Thorn has been engaged for the ensuing year. The school commenced on the 26th ult.

A CORRESPONDENT at Hudson, St. Croix Co., writes as follows: "The inhabitants of Hudson, considering the present hard times, are pushing forward educational interests with commendable energy. The schools are as yet organized under the general law, but a petition will be presented to the next legislature for a special act. The school accommodations as yet consist of a building two stories high, furnished with ordinary seats and blackboards, but destitue of all apparatus, maps or library, except Webster's Dictionary. The school is graded into a 'preparatory' and 'high school' department.

A hope is entertained that its prospects will assume a brighter appearance by the close of the year. S. S. B.

A CORRESPONDENT sends us the following queries. They relate to topics of vital importance to parents, teachers and pupils. We trust to receive answers to them in time for publication in the December number of the Journal:

Query.—Is no school at all better than an attempt to teach in miserably constructed, miserably located, and densely crowded school-houses?

Query.—Suppose a pupil to be pursuing three studies, what part of the day may be profitably spent in recitation?

Query.—Is it possible to do away with all communications in school? If so, by what means is it to be brought about?

PLATTEVILLE has at last taken another good step in the right direction, and she may soon expect to be furnished with a good public school-house.

At the last annual meeting it was voted to raise a tax of $1000, and to appropriate (if the Legislature will grant permission) the $1000 coming from the State for the purchase of a site, and for commencing the erection of a suitable school edifice. Nor will the matter rest until Platteville is furnished with as good school accommodations as any town in the State, for her citizens mean to sustain the reputation they enjoy of carrying forward to successful completion whatever they undertake. P.

We learn that J. J. M. Angear has been engaged as principal of the Berlin Union School for another year.

Mr. S. S. Benedict, of Grand Spring, Dane Co., has removed to Hudson, St. Croix, Co., and taken charge of the city schools.

We learn that a well-attended and interesting teachers' institute was held at Omro early in October. We have not seen a copy of the proceedings, but understand that a good deal of interest was manifested by parents and citizens generally, the evening meetings being largely attended. Mr. J. G. McMynn was present two days, and lectured on one of the evenings.

An institute was also held at Sheboygan Falls, in Sheboygan Co., at which a good feeling prevailed, but the attendance was not very large on account of the weather, it being quite rainy.

BOOK NOTICES.

Wells' Familiar Science. Familiar science, or the scientific explanation of the principles of natural and physical science, and their practical and familiar applications to the employments and necessities of common life. Illustrated with upwards of one hundred and sixty engravings. By David Wells, A. M. Philadelphia: Childs & Peterson, 124 Arch Street. New York: Putnam & Co., 321 Broadway.

For general reading, and as a book of reference, this volume is unsurpassed by any work with which we are acquainted. It should be in every family library and on the desk of every teacher.

Common Schools of Cincinnati. Twenty-eighth Annual Report for the school year ending July 6th, 1857, and various supplementary documents, exhibiting the condition of the schools.

We learn from this document that there are 240 teachers employed in the public schools, whose salaries amount to $103,707 44. Total expenditures on account of schools for the past year, $208,064 65. The following table exhibits the number of children, and the number attending school:

White youth between 4 and 21 years,	45,169
Colored " " " " "	1,365
White youth attending district schools,	12,198
" " " private "	12,198
" " not attending any "	432

There are many valuable suggestions in the reports which comprise a large part of the document. We quote from the report of Cyrus Knowlton, Principal of Huges' High School, a paragraph in regard to the mingling of the sexes in the recitation room: "The mingling of the sexes in the recitation room has continued to attract our attention, in removing from discipline its repulsive harshness, and rendering it effective; in cultivating a firm and manly dependence upon proper principles, without detracting any thing from the delicacy so beautiful in the female character; in checking the growth of the baser feelings, and inciting both sexes to wider and more solid

acquirements, we continue to think the plan most beneficial and wholesome in its results." We shall hereafter present more copious extracts from the able report of the superintendent, ANDREW J. RICKOFF, Esq.

THE ATLANTIC MONTHLY. Devoted to literature, art, and politics. November, 1857. Boston: Phillips, Sampson & Co., 13 Winter Street.

We have received from the publishers the first number of this new candidate for the public favor. It is not a flashy compend of "light literature," nor a picture book, and therefore may not command the attention of the frivolous, superficial, butterflies of fashion, nor secure the regard of overgrown boys and girls, but if in its future it shall fulfil the promises given and implied in this first number, we are much mistaken in the American mind, if it does not secure an extended patronage, and exert a powerful influence in the realms of literature and art. It comprises in its list of contributors the names of the ablest and most popular writers of the day, such as W. H. Prescott, Ralph Waldo Emerson, Wm. C. Bryant, H. W. Longfellow, John G. Whittier, Mrs. Stowe, Mrs. Gaskell, &c.

For sale by booksellers, periodical dealers and newsmen, at 25 cents a number, and sent by mail, post-paid, to subscribers, by the publishers, Messrs. P. S. & Co., for one year, on the receipt of three dollars.

ADVANTAGES OF COLLEGES. An address delivered before the Philomathean Society of Carroll College, Waukesha, Wis., on July 15th, 1857, by COURTLANDT VANVENSSELAER, D. D.

A sound and able address, presenting with clearness and force the benefits resulting to individuals, the community and the State, from the establishment of a good College.

THE AMERICAN EDUCATOR. A practical monthly journal for the Teacher, the Farmer, and the Family. WILLIAM H. BOYD, Proprietor and Publisher, 346 Broadway, New-York. Vol. 1. No. 2. October, 1857.

A new enterprise on a new plan, comprising an educational, an agricultural, and a home department. One feature, "The Spirit of the School Journals," we like very much. It consists of condensed extracts from the most important articles in the various educational journals of the country. The present number contains a likeness of Dr. NOTT, a view of Union College, and a view of the Union School Building, Schenectady, N. Y. Price, 50 cents a year.

WISCONSIN JOURNAL OF EDUCATION.

VOL. II. DECEMBER, 1857. NO. 6.

For the Journal of Education:

VALUE OF A GOOD SCHOOL-HOUSE.

NUMBER TWO.

In my former article, I alluded to the pecuniary benefits arising from a good school-house. Pursuing the plan before my own mind, I shall endeavor in the present article to illustrate its political value.

Every true patriot—every lover of his country—looks with pride upon whatever advances the interests of popular education.

Mr. Canning, in reply to the question—By what means an uninterrupted succession of men, qualified more or less eminently for the performance of united parliamentary and official duties, is secured?—says, "We owe it to our system of Common Schools and Universities." What is true of the schools and universities of *England*, is eminently true of the schools of *America*. The perpetuity of our free institutions depends upon the intelligence and virtue of the sovereign people. The masses must be educated; and the higher the degree of intelligence, the more firmly will our Republic be enshrined in their affections. The common school, then, must be the bulwark of our defence against despotism. It is the corner-stone of our national prosperity; for in the common school must the vast majority of our people find their fitting to act the part of free men. The men issuing from these schools will be what the schools are, and it needs no argument to prove that the schools will be what the school-houses are. This must seem as a general rule. It is not to be be denied that a good school-house *may* contain a very poor school. But the public spirit which will manifest itself in the erection of a good school-house will diminish the probability of such a thing. Nor, on the other hand, would I affirm that no good school was ever taught in a poor house, but as before I would say, the manifest want of a right public spirit will diminish the probability of such a thing.

If we would have our nation controlled by a body of unadorned and unventilated citizens, we need but lie idle as to all progress in educational matters, and leave to the half-qualified and therefore justly half-starved pedagogue as *quiet* possession of the old rickety school-house as the winds and restless lads will allow. In our nation's infancy, God raised up men of full stature from the log school-houses of our land. As we advance in years and strength and wealth, he demands of us better shops for the elaboration of thought and the moulding of mind. What *has been* is no criterion for the future. If it were, why allow any advance in mechanic arts, or industrial pursuits, or in architecture.

If our nation be saved from the curse of ignorance and consequent credulity, our educational interests must keep pace with other interests. The log school-house exerted a good healthful influence when and as long as it was equal to the residences of the wealthy—when the homes of the pupils were log cabins—when churches, factories, stores and taverns were but uncouth structures, there might have been a charm even about the old school-house. It is not so much an absolute as a relative value we would contend for. If we would have good, intelligent citizens, they must receive their education in houses always healthful, and in proportion to their surroundings neat and attractive.

PLATTEVILLE, Nov., 1857. J. L. P.

NATIONAL TEACHERS' ASSOCIATION.

Continued from page 155.

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I. *Name.*—This association shall be styled the "National Teachers' Association."

ART. II. *Members.*—Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership.

Applications for admission to membership shall be made, or referred to the Board of Directors, or such committee of their own number as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of the association, upon paying two dollars and signing this constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected as

honorary members by a two-thirds vote of the members present, and as such shall have all the rights of regular members except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become honorary members, and shall thereby possess the right of presenting, in the form of written essays, (to be read by the Secretary or any other member whom they may select,) their views upon the subject assigned for discussion.

Whenever a member of this association shall abandon the profession of teaching, or the business of editing an educational journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonorable conduct, the charge shall be referred to the Board of Directors, or such a committee as they shall appoint, and if the charge shall be sustained by them, and afterwards by two-thirds of the members present at a regular meeting of the association, the person so charged shall forfeit his membership.

There shall be an annual fee of one dollar. If any one shall omit paying his fee for four years, his connection with the association shall cease.

A person eligible to membership, may become a life member by paying, at once, ten dollars.

Art. III. *Officers.*—The officers of this association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, and one Counsellor for each State, District or Territory represented in the association. These officers, all of whom shall be elected by ballot, a majority of the votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint such committees from their own number as they shall deem expedient.

The President shall preside at all meetings of the association and of the Board of Directors, and shall perform such other duties, and enjoy such privileges as by custom devolve upon and are enjoyed by, a presiding officer. In his absence, the first Vice-President in order who is present, shall preside; and in the absence of all the Vice-Presidents, a *pro tempore* chairman shall be appointed on nomination, the Secretary putting the question.

The Secretary shall keep a full and just record of the proceedings of the association and of the Board of Directors; shall notify each member of the association or board; shall conduct such correspondence as the directors may assign; and shall have his records present at all meetings of the association and of the Board of Directors. In his absence a Secretary *pro tempore* may be appointed.

The Treasurer shall receive and hold in safe keeping all moneys paid to the Association; shall expend the same in accordance with the votes of the directors or of the association; and shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the association; he shall also present an abstract thereof to the association. The Treasurer shall give such bonds for the faithful discharge of his duties, as may be required by the Board of Directors.

The Counsellors shall have equal power with the other directors in performing the duties belonging to the board.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the association; shall make all necessary arrangements for its meetings; and shall do all in their power to render it a useful and honorable institution.

Art. IV. *Meetings.*—A meeting shall be held in August, 1858, after which the regular meetings shall be held biennially. The place and the precise time of meeting shall be determined by the Board of Directors.

The Board of Directors shall hold their regular meetings at the place and two hours

before the time of the assembling of the association, and immediately after the adjournment of the same. Special meetings may be held at such other times and places as the board or the President shall determine.

ART. V. *By-Laws.*—By-Laws, not inconsistent with this Constitution, may be adopted by a two-thirds vote of the association.

ART. VI. *Amendments.*—This Constitution may be altered or amended at a regular meeting, by the unanimous vote of the members present; or by a two-thirds vote of the members present, providing that the alteration or amendment have been substantially proposed at a previous regular meeting.

On motion of T. W. Valentine, of New-York, a committee of one from each State represented in this convention, was appointed by the chair, to nominate a list of officers, and report at the evening session.

The following were appointed, viz: Wm. Roberts, of Pennsylvania; J. F. Cann, of Georgia; James Cruikshank, of New-York; D. B. Hagar, of Massachusetts; James L. Enos, of Iowa; N. R. Lynch, of Delaware; J. R. Challen, of Indiana; Thomas Granger, of Illinois; Z. Richards, of Dist. Columbia; and J. D. Giddings, of South Carolina.

The meeting adjourned at five and a half o'clock.

EVENING SESSION.

The association met at eight o'clock. President Enos in the chair.

T. W. Valentine, of New-York, was introduced, and read a very able and instructive address, prepared by Prof. Wm. Russell, of Massachusetts, who was unable to be present.

This address set forth the importance of this convention to organize an association of *professional teachers*, that shall be *national* in its character. 1st.—As regards wider and juster views of education, and corresponding methods of instruction. 2d.—From the establishment of a National Society of Teachers we may justly expect great national benefits.

The address was full of practical and suggestive ideas.

James R. Challen, of Indiana, offered the following resolution, which was unanimously adopted:

Resolved, That the thanks of this association be tendered to Prof. William Russell, of Massachusetts, for the able and instructive address with which he has favored us on this occasion.

J. F. Cann, of Georgia, from the committee on nomination of officers, reported the following:

For *President.*—Z. Richards, of Washington, D. C.

Vice-Presidents.—T. W. Valentine, of New York; D. B. Hagar, of Massachusetts; Wm. Roberts, of Pennsylvania; J. F. Cann, of Georgia; J. L. Enos, of Iowa; T. C. Taylor, of Delaware; J. R. Challen, of Indiana; B. W. Whelan, of Missouri; P. F. Smith, of South Carolina; D. Wilkins, of Illinois; T. Granger, of Indiana; L. Andrews, of Ohio.

Secretary.—H. C. Hickok, of Pennsylvania.

Treasurer.—T. M. Cann, of Delaware.

Counsellors.—Wm. E. Sheldon, E. Abington, Mass.; J. W. Bulkley, Brooklyn, N. Y.; P. A. Cregar, Philadelphia, Penn.; N. R. Lynch, Middle-

ton, Del.; Wm. Morrison, Baltimore, Md.; O. C. Knight, Washington, D. C.; Wm. S. Bogart, Savannah, Ga.; Wm. T. Lucky, Fayette, Mo.; A. J. Stevens, Des Moines, Iowa; Wm. H. Wells, Chicago, Ill.; J. Hurley, Richmond, Ind.

The above list was unanimously elected by ballot.

Mr. Hickok, of Pennsylvania, returned thanks for the honor conferred by the association, but owing to a pressure of other labor, was compelled to decline to act as secretary. He nominated J. P. Wickersham, of Pennsylvania, who also declined for the same reason, and J. W. Bulkley, of Brooklyn, N. Y., who was unanimously elected to fill that office.

Mr. Bulkley, of New-York, having been chosen secretary, resigned the office of counsellor, and James Cruikshank, of Albany, N. Y., was elected for that State.

The chair appointed Messrs. Hagar, of Massachusetts, and Bulkley, of New York, to escort the president elect to the chair.

President Richards responded in a neat speech, returning thanks for the honor conferred by the association.

T. W. Valentine, of New-York, offered the following resolution, which was unanimously adapted:

Resolved, That the thanks of this association be tendered to the controllers of the First District of Pennsylvania, for the free use of their room for the meeting of the association, also to those gentlemen of Philadelphia who have contributed to defray the expenses of this meeting.

James L. Enos, of Iowa, offered the following resolution:

Resolved, That the thanks of this association be given to the press generally, and to that of Philadelphia especially, for the interest they have taken in reporting the proceedings of this meeting.

Adopted.

Mr. Challen, of Indiana, offered the following resolutions, which were adopted:

Resolved, That we will stand by this National Teachers' Association; that we will speak of its existence, its progress, its purposes, and its claims upon the *professional* teacher; that we will give reports of the present session to papers published in our vicinity, and that we will interest the press and the teacher, wherever we have influence, to aid in this enterprise, and especially to make its next meeting a *National Teachers' Jubilee.*

Resolved, That Cincinnati be suggested to the Board of Directors as the place of holding the next session of the association.

Thomas Granger, of Maryland, offered the following resolution, which was unanimously adopted:

Resolved, That the thanks of this association are due, and are hereby tendered to the officers of this association for the able and impartial manner in which they have discharged their duties on this occasion.

After remarks from several members of the association—pledging faithful

efforts in behalf of the enterprise thus auspiciously inaugurated—the association adjourned to meet at the call of the Board of Directors, in August, 1858. WM. E. SHELDON, Tem. Sec.

MEETING OF THE BOARD OF DIRECTORS.

Immediately after the adjournment of the National Teachers' Association, the Board of Directors held a meeting.

Present—Mr. T. W. Valentine, Vice President, in the chair; Messrs. Hagar, Enos, Challen, Shelden, Cann of Georgia, Whelan, Cruikshank, Roberts, Lynch and Bulkley.

After considerable discussion in relation to the place of meeting for next year, it was

Resolved, That the association hold its next meeting in Cincinnati, O., on the second Wednesday of August, 1858, at 10 o'clock, a. m.

The board then adjourned to meet at the bookstore of Messrs. H. Cowperthwait & Co., to-morrow (Thursday) at 8 o'clock, a. m.

THURSDAY a. m., 8 o'clock.—The board met. Present—Mr. Valentine, Vice President, in the chair; also, present, Messrs. Hagar, Sheldon, Challen, Enos, Cruikshank, J. F. Cann, D. Wilkins, and J. W. Bulkley.

Mr. Hagar moved that there be six lecturers appointed for the next meeting, viz: two from the Southern, two from the Western, one from the Middle, and one from the Eastern States. Adopted.

Mr. Hagar moved that Messrs. Cann, of Georgia; Challen, of Indiana; Valentine, of New-York; and Sheldon, of Massachusetts, be a committee to secure lecturers from their respective districts. Adopted.

Mr. Cruikshank moved that a committee be appointed to prepore a list of subjects for discussion at the next meeting, and that gentlemen be appointed to open the discussions. Adopted.

Mr. Cruikshank, of New-York; Taylor, of Delaware; Enos, of Iowa; W. H. Baker, of Georgia; and Hagar, of Massachusetts, were appointed said committee.

Mr. Hagar moved that a committee be appointed to collect educational statistics of the country, and report at the next meeting of the association. Adopted.

Resolved, That said committee be composed of one from each State and Territory.

Adopted.

The following gentlemen constitute the committee, viz: Messrs. D. B. Hagar, Jamaica Plains, Mass.; M. Woolson, Portland, Me.; D. H. Sanborn, Hopkinton, N. H.; C. Pease, Burlington, Vt.; J. Kingsbury, Providence, R. I.; C. Northend, New Britain, Ct.; A. Wilder, New York City; I. Peckham, Newark, N. J.; J. P. Wickersham, Millersville, Pa.; T. M. Cann, Wilmington, Del.; J. N. McJilton, Baltimore, Md.; Z. Richards, District of Columbia; J. Binford, Richmond, Va.; C. H. Wiley, Raleigh, N. C.; C. G. Messinger, Charleston, S. C.; B. Mallon, Savannah, Ga.; S. I. C. Swezey, Marion, Ala.; D. McConnell, Florida; Mr. —— Miss.; D. B. Slosson, Baton

Rouge, La.; T. Fanning, Nashville, Tenn.; J. B. Dodd, Lexington, Ky.; W. T. Lucky, Fayette, Mo.; I. Mayhew, Lansing, Mich.; L. Andrews, Gambier, Ohio; G. B. Stone, Indianapolis, Ind.; D. Wilkins, Bloomington, Ill.; J. G. McMynn, Racine, Wis.; J. L. Enos, Cedar Rapids, Iowa; J. Denman, San Francisco, Cal.; W. Baker, Austin, Texas; E. D. Neil, St. Paul, Minn.; M. Oliphant, Kansas.

Mr. Cann moved that A. J. Rickoff, of Cincinnati, Ohio, be a committee, in connection with the several Counsellors, to secure a reduction of fare on the steamboat and rail road lines leading to Cincinnati, for the next meeting of the association. Adopted.

Resolved, That Mr. Rickoff be appointed Chairman of the Local Committee, to make the necessary arrangements for the next meeting, and that he select his own associates for said committee.

Adopted.

Mr. Cruikshank moved that the several educational journals of the country be requested to publish the proceedings of the convention, and of the Board of Directors. Adopted.

Mr. Hagar, as chairman of the committee on statistics, was authorized to print and circulate a circular, in relation to this subject, at the expense of the board.

The Secretary also was authorized to print and circulate such notices, circulars and other papers as may be necessary in the discharge of his duties.

The thanks of the board were unanimously tendered to Messrs. Cowperthwait & Co., for facilities granted to the board in its sessions; also, for books of record presented to the association and the board.

Minutes approved.

Adjourned *sine die.* J. W. BULKLEY, Sec.

IMPERISHABILITY OF GOOD EXAMPLES.—The following eloquent passage occurs in Edward Everett's great oration:

"To be cold and breathless—to feel and speak not—this is not the end of existence to the men who have breathed their spirit into the institutions of their country, who have stamped their characters on the pillars of the age, who have poured their heart's blood into the channels of the public prosperity; tell me, ye who tread the sods of yon sacred height, is Warren dead? Can you not still see him, not pale and prostrate, the blood of his gallant heart pouring out of his ghastly wound, but moving resplendent over the field of honor, with the rose of heaven upon his cheek and the fire of liberty in his eye? Tell me, ye who make your pious pilgrimage to the shades of Vernon, is Washington indeed shut up in that cold and narrow house? That which made these men, and men like these, cannot die. The hand that traced the charter of Independence, is indeed motionless; the eloquent lips that sustained it are hushed, but the lofty spirits that conceived, resolved and maintained it, and which alone, to such men, 'make it life to live,' these cannot expire:

'These shall resist the empire of decay,
When time is o'er and worlds have passed away;
Cold in the dust the perished heart may lie,
But that which warmed it once can never die,'"

THE MOUNTAINS OF LIFE.

BY JAMES G. CLARK.

THERE 's a land far away, 'mid the stars we are told,
Where they know not the sorrows of Time,—
Where the pure waters wander thro' vallies of gold,
And life is a treasure sublime:
'Tis the land of our God, 'tis the home of the soul,
Where the ages of splendor eternally roll—
Where the way-weary traveler reaches his goal,
On the evergreen Mountains of Life.

Our gaze cannot soar to that beautiful land,
But our visions have told of its bliss,
And our souls by the gale from its gardens are fanned,
When we faint in the deserts of this;
And we sometimes have longed for its holy repose,
When our spirits were torn with temptations and woes,
And we've drank from the tide of the river that flows
From the evergreeen Mountains of Life.

O! the stars never tread the blue Heavens at night,
But we think where the ransomed have trod,—
And the day never smiles from his palace of light,
But we feel the bright smile of our God;
We are traveling homeward thro' changes and gloom,
To a kingdom where pleasures unceasingly bloom,
And our guide is the glory that shines thro' the tomb,
From the evergreen Mountains of Life.

From the British Mother's Journal.

PUSHING ON.—A PLEA FOR LITTLE CHILDREN.

"PUSH him on, Mr. Lee—push him on; that is all you have got to do. I don't mind terms; only you push him on, and keep him well up to the mark. And don't be afraid of giving him plenty of lessons, Mr. Lee; he's a clever, active boy, and that's the only way of keeping him out of mischief. No use sending children to school to idle their time away—that's *my* view of the case. Education is a fine thing, Mr. Lee—a very fine thing—and I mean Frank to be a scholar. Hard work and plenty of it—that was the way when I was a boy. I was kept at it morning, noon and night; and see what it has done for me. Yes, Mr. Lee, push him on, and I shall be proud

of him some day." And having thus given his view of the case, Mr. Denton took up his hat, and, wishing the teacher good morning, went to his warehouse.

Mr. Denton was a wealthy merchant in the town of H——, a man very much looked up to and respected—a man who paid the best price for everything, and consequently expected the best article; no better material in all the county than that which came into his mill to be manufactured; no better goods to be met with anywhere than those turned out of his warehouse at H——. He also paid the best price for education, and in consequence expected the best article, and plenty of it too. No advocate he for sending children to schools where they left at four o'clock, and had holidays three times a week. He was quite right when he said that education had done a great deal for him. "Hard work, and plenty of it," had laid the foundation of his present standing; it had placed him at the head of one of the most flourishing concerns in H——; it had moulded his rough, firm nature into a form somewhat more befitting the elegancies of the sphere in which he moved—to use his own word, it had "made a man of him." What should it not do for the delicate, excitable, sensitive little Frank, was a question not yet answered.

"Now, my dear, where are your books? You must work hard to-night, for we are late with tea, and if you don't mind you will not have your lessons ready for Mr. Lee by to-morrow morning."

"Oh, mamma, mayn't I just go into the garden a little first, it does look so fine, and I haven't had time to go in all day. *Mayn't* I go in, mamma?"

"No, my dear; you must wait till the lessons are done. You know you must push on, and have them perfectly done. Lessons first and play afterwards, you know—that is the way to be a scholar."

Frank looked with a sigh at the grass-plot, and his hoop, lying so temptingly there, under the elm tree; then, fetching his books out of the hall, and cleaning his slate, he commenced operations.

"What lessons have you to-night, dear?"

"English history, mamma; and parsing, geography and composition, and Latin grammar, and French verbs, and then this sum in fractions to prove!" and the little fellow sighed again, and looked at his hoop. There was no play to-night, at any rate.

"There, I think I know it now," said he; and laying his tiny hand on the page, so as to hide the words, he began to recite his geographical lesson. The reader will not be surprised to learn his childish pronunciation of the alien words was such as Mr. Lee's German professor would hardly have commended; neither will we inquire too impertinently into the value and permanence they conveyed:

"'The Thuringian states comprise the grand duchy of Sacksen Weimar Eisanach, the three Sachsen duchies of Coburg Gotho, Meiningen, and Altenburg, the two Reus principalities of Greitz and Schleitz, and the two Schwarzenburg principalities of Rudulstadt and Sondershausen. Their

united arias are 5,934 square miles, with a population of 970,000.' There, I'm glad I've done with that. Now for the sum."

For awhile nothing was heard but the scratching of the pencil, and a gentle rustling sound, as the breeze blew the long flower-starred jasmine branches across the window.

"Oh, mamma, my head does ache; can't I finish this sum to-morrow, or ask Mr. Lee to excuse it?"

"No, dear; it *must* be done. You know papa wishes you to *push on*, and learn as much as you can." And Mrs. Denton put another leaf into her Berlin work, and went on with "Queechy."

The little fingers closed over the pencil once more, and the sleepy eyes bent down on their task. But time conquers most things; and when eight o'clock struck the last lesson was mastered, the last verb learned, the last line construed; and, with a languid "Good-night, mamma," and a confused conglomeration of Sachsen duchies, verbs, fractions, parts of speech, and Latin numbers, Frank went up stairs to bed.

"Lessons all prepared?" said Mr. Denton, as he came in from business, and stretched himself in the great easy chair.

"Yes, all of them. Don't you think, my dear, Mr. Lee pushes Frank on a little too fast? You know he is but a child yet—not nine years old—and he does not seem well; besides ——"

"Nonsense, my dear, nonsense. Why, when I was a boy, I did twice as much. I mean to ask Mr. Lee next quarter about his learning Greek. He's a clever child, and it's a pity he should not be kept up to the mark; besides, you know, he'll never get on when he goes to the grammar school without a good knowledge of the classics, and I'm determined to make a scholar of him—nothing like keeping children up to the mark."

So the subject passed. Mr. Denton was away on business all day, and when he came home Frank was generally gone to bed, so he did not notice the heavy eye and flushed cheek, nor the pale forehead and trembling hand; he only knew that his little boy had begun to construe Cæsar and work sums in fractions, that he had taken the first prize in history, and could match his compositions with those of the biggest boy in the school; he was going to be a scholar, a credit to the family, as Mr. Denton had made up his mind he *should* be, and that was quite sufficient.

"From the centre A, at the distance A B, describe the circle B C D," murmured little Frank, as the tides of sleep drove back life's weeds and and pebbles on the bright shores of dreamland. Yes, *he was* "pushing on;" but *where?* That was another question altogether.

Mrs. Dale, the lady who lived at the cottage a little beyond Mr. Denton's was also a woman who had her own views of education, and always paid the best price for it. She expected the best article too, though not so particular as Mr. D. about having plenty of it. So, though Harry Dale was more than eight years old, he never went to school more than two hours in a day, and the rest of the time was spent in roving with his mamma and sisters through the glens, and woods, and meadows that cluster so closely

round the town of H——, gathering wild flowers, ferns, and mosses, and arranging them in vases at home (Mrs. Dale was not so fastidious as some ladies are about having flowers littering the parlor,) learning their names the while, or examining their delicate structure, and listening with eager interest, as his mamma told him stories of distant lands, their trees, and birds, and flowers, and then led him on from this to the kind and loving Father who gave the forest its glowing tints, the birds their voices of music, and all nature its loveliness.

People laughed at Mrs. Dale for calling this education, and expatiated largely on the folly of parents who sent their children to school only a quarter of the time, and yet paid full terms. Divers were the shrewed predictions as to the harvest which would be reaped from a seed-time so irregular, and many the far-seeing hints which were dropped on the subject. "They knew what would come of such vagaries." "Talk of educating children in fields and meadows—such nonsense." "Sure to make the boy idle and useless." But Mrs. Dale went quietly on; she had her own views of the case, and acted according to them. So at eight years of age Harry had never seen the inside of a Latin grammar; could not, for the life of him, have got further than the second column of the multiplication table; was ignorant of geography, except from his mamma's conversations and the stray books he had picked up on the parlor table; parsing, dates and dictation were strange words to him; and he knew nothing of French, save from the little songs Mrs. Dale sometimes sang to him, with an accent so pure and true. But Harry had a fresh, bright, intelligent soul within him. He would listen, with quick appreciation, as you told him of the wonders of nature and art, of the great men who lived in distant ages, of the strange inventions of genius, and the noble results worked out by patience and perseverence. He was learning to enjoy life, that when time came he might use it wisely and well. There was rich promise of future energy and vigor in those clear, honest eyes of his, the firm bounding step, the guileless, unsuspecting confidence, the fearless innocence with which his glance met yours—promise which after years failed not to realize.

So much for Harry Dale. And the *pushing on*—whither had that tended? There was another grave in the H—— cemetery, and the neighbors, as they read on the marble head-stone the touching inscription, "*Aged eleven years*," said, "Very astonishing, isn't it, how soon these clever children always die!"

Practical Education.—There is no greater want of the present day, than that our experienced teachers should give through the medium of the press, their modes of teaching, and illustrating the various sciences, in order that beginners in the profession may be furnished with a safe guide to success. *Experience* can sometimes be attained without experiment, which with the tyro, is at best dangerous to his own and his pupils' future. Will not our correspondents give us the result of their labors in the school-room?—*N. Y. Teacher.*

SHEBOYGAN COUNTY TEACHERS' ASSOCIATION.

PROCEEDINGS OF THIRD MEETING.

SHEBOYGAN FALLS, Oct. 15th, 1857.

The association met at 10 a. m., agreeably to notice. Few members being present, in consequence of the inclemency of the weather, the exercises were not conducted according to programme.

On motion of Mr. D. J. Holmes, J. B. Pradt was appointed President, and E. L. Bissell, Secretary *pro tem.*

On motion, Mr. McMynn, of Racine, was invited to take charge of a drill exercise in Arithmetic; after which the association adjourned to half-past 1, p. m.

HALF-PAST ONE O'CLOCK, P. M.

Association met, and the Executive Committee reported the programme of business, which, on motion, was laid on the table, *pro tem.*

On motion, the association resolved itself into a Teachers' Meeting for the afternoon, under charge of Mr. McMynn. Exercises were conducted in Spelling, Reading, Mental Arithmetic and Grammar; connected with which were discussions upon the methods of teaching those branches.

The weather continuing very inclement, it was, on motion, and after some discussion, voted to hold no evening session; whereupon the association adjourned to 9 o'clock the next day.

SECOND DAY.

Association met at 9 o'clock. Prayer by Rev. J. B. Pradt.

Minutes of the Secretary were read and approved.

Executive Committee reported a programme for the morning.

W. O. Butler, acting Treasurer, reported the association 25 cents in his debt. Report accepted.

The Librarian being absent, Mr. Pradt reported for him; when, on motion, it was voted to re-distribute the books among the members.

On motion, the association proceeded to ballot for Vice-President, that office being vacant.

N. C. Farnsworth. President, appeared and took the chair.

On motion, the balloting for Vice-President was suspended till the constitution was read and new members were enrolled; when, the balloting being resumed, W. O. Butler was, on the second ballot, declared elected.

The chair proceeded to appoint the following committees:

On Unfinished Business—Messrs. Holmes and Barrows, and Miss Gerrels.

On Resolutions—Messrs. Pradt and C. B. Briggs, and Miss Bissell.

On Criticisms—Mr. Pradt and Misses Ross and Wheeler.

To obtain Members—Messrs. Butler and S. H. Briggs, and Miss Breed.

W. O. Butler read an Essay on "*The Conditions affecting Intellectual Progress.*"

Association then discussed the late act of the Legislature, making provision for normal instruction in academies and colleges. Remarks were made by Messrs. Pradt, Butler and Holmes, when, on motion, the discussion was suspended, to be resumed at the call of the Executive Committee.

An Essay was then read by Miss Emily Gerrels; subject, "*Does Study injure the Health?*"

An exercise was then conducted in Mental Arithmetic by Mr. Holmes (in place of Mr. W. E. Cady, who had been appointed, but was absent); after which, the methods of teaching long division were discussed.

On request of the chairman of those committees, Rev. Mr. Canfield was added to the Committee on Resolutions, and Mrs. H. N. Smith to the Committee on Criticism.

The Committee on Criticism made a report, which gave rise to some pleasant discussion.

Committee on Resolutions reported the following:

Resolved, That more attention should be paid to the character and regulations of amusements in our schools.

On motion, the Chair called upon the members to speak five minutes each, whereupon Messrs. Holmes, Pradt and Butler, and Miss Bissell, made remarks; when the resolution was adopted.

Executive Committee reported a programme for the afternoon.

The Committee on Criticism again reported, and the association adjourned to 1½ o'clock, p. m.

HALF-PAST ONE O'CLOCK, P. M.

Association met, and an Essay was read by Miss E. L. Bissell; subject, "*Why we need Female Schools.*" Brief remarks were made upon the subject of the Essay by Rev. Mr. Canfield and others.

An Essay was then read by Miss E. Lundegreen.

Mr. C. H. Briggs conducted an exercise in Geography, and Map-Drawing and other methods of teaching Geography were then discussed.

The subject of Physiology being next in order, suggestive remarks were made, at the call of the Chair, by various members, particularly upon the proper ventilation of school-rooms and the effect of continuous reading and study upon the eyes and brains of young pupils.

D. J. Holmes read an Essay; subject, "*Higher Branches.*"

The association then took up the subject of instruction in Natural History in public schools. Remarks were made by various members upon the moral and intellectual benefits of the study; and some suggestions were offered by Miss Palmer and others in regard to the collection and preservation of insects, birds, &c.

On motion, Mrs. H. N. Smith was requested to make suggestions in regard to laying out grass-plots in school-house enclosures, and the transplanting of trees, shrubs, &c.

Committee on Criticism again reported, when the association adjourned to 7 p. m.

EVENING SESSION.

Association met according to adjournment.

The Committee on Resolutions reported the following:

Resolved, That the late act of the Legislature, providing for normal instruction in colleges and academies, is insufficient to meet the wants of the schools.

After some remarks by Geo. S. Graves, Esq., and others, the resolution was adopted.

The following resolution was then presented:

Resolved, That the Legislature should provide for the establishment of a system of Normal Schools.

The resolution was discussed by Messrs. Pradt, Graves, Holmes, Farnsworth and Canfield; when Mr. Graves offered the following amendment:

Resolved, That the Legislature ought to devote the whole income of the School Fund to the support of teachers for our common schools.

Both the amendment and the resolution were lost; whereupon the following resolution was offered and adopted:

Resolved, That Teachers Institutes' should be encouraged by legislative aid.

Adjourned to 9 o'clock, next day.

THIRD DAY.

Association met at 9, a. m., Rev. Mr. Canfield in the chair, who opened the exercises with prayer.

Minutes were read and approved.

On motion, the number of teachers present was ascertained, and reported to be twenty-seven.

On motion of Mr. Holmes,

Resolved, That some member of the association visit each district in the county, and obtain information and statistics in regard to the schools, and that the Secretary furnish forms for the purpose, and receive the returns and report the same at the next meeting.

Whereupon various members volunteered to serve in the foregoing capacity.

Committee on Unfinished Business presented the following resolution, which had been laid over for future discussion at the meeting in February last:

Resolved, That this association is in favor of the creation of the office of County Superintendent of Schools.

After remarks by Messrs. Pradt, W. E. Cady, Holmes, Butler, Gerrels, J. H. Cady, and Canfield, the resolution was adopted.

Mr. Gerrels then conducted an exercise in Written Arithmetic.

On motion, the Executive Committee were requested to call the next meeting of the association at Greenbush.

On motion, the 5th article of the constitution was so altered as to require

the Executive Committee to "arrange business for all meetings," instead of the "annual meeting" merely.

Mr. Pradt resigned as member of the Executive Committee, and Mr. M. M. Flint was appointed to fill his place.

The Treasurer reported a balance of $3.25 in his hands. Report accepted.

The Committee on Resolutions reported the following, which were adopted:

Resolved, That every teacher is recommended to give moral instruction every day in school.

Resolved, That the State Superintendent be desired to request District Clerks to allow teachers to attend County Institutes, without requiring them to make up for lost time.

Resolved, That this association tender their thanks to Mr. J. G. McMynn, for assistance during part of the session.

The thanks of the association were tendered to Capt. D. A. Reed, for the presentation of a copy of Colton's Gazetteer of the World; and to Mr. Pradt, for a volume containing reports of the State Superintendent and County Superintendents in Pennsylvania, for 1856.

On motion, by Mr. Holmes, Messrs. Pradt, Holmes and Butler were appointed a committee to draft resolutions, on occasion of the decease of Sumner L. Pearce, late member of this association.

On motion, voted to extend to the citizens of Sheboygan Falls thanks for their cordial hospitality to the members of the association during the session.

On motion, the Secretary *pro tem.* was requested to revise and prepare the minutes for publication in the "Sheboygan Journal," the "Evergreen City Times," and the "Wisconsin Journal of Education."

On motion, the President was invited to address the association.

After prayer by Rev. Mr. Pradt, and the singing of the doxology, the association adjourned *sine die.*

N. C. FARNSWORTH, Pres't.

E. L. Bissel, Sec. *pro tem.*

Boston Schools.—The Boston public schools have 23,749 pupils, whose average cost of tuition for the last five years was $14.41. For the preceeding five years, (from 1845 to 1850,) the average cost was $15.45. The net expenditures of the city during the year, for carrying on the public schools, including the repairs of the buildings, salaries, furniture, fuel, and all incidental expenses of the same, amounted to $291,406.28. The whole expenditure on account of schools amounted to $441,139.08. The appropriations for the schools for the financial year 1856–7 are as follows: Salaries of instructors, $228,000; incidental expenses, $67,000; repairs, alterations, and improvement of the school-houses, $40,000. Total appropriation, $335,000.

From the Ohio Journal of Education.

A COURSE OF COMPOSITION.

In the July number of the Journal, we inconsiderately promised to present an outline of a Course of Composition, adapted, in our judgment, to Classified or Graded Schools. With some diffidence, we now proceed to do so.

It has been remarked that there is danger of *empiricism* in education. This is too true. There is also equal danger of *speculatism*, if I may be pardoned the barbarism. All educational methods need to be subjected to the *actual test* of the school-room before their absolute correctness can be predicated. In general arrangement they may be correct; in detail, very faulty. The inventer of a mower, or reaper, is obliged to submit his work to trial. What seemed to him an undoubted success, often proves a comparative failure. Difficulties, hitherto unseen, are now detected and obviated; improvement after improvement is added, until finally his efforts are crowned with success. So in education. All true methods must be the joint results of theory and practice. For the truth is, there are very many "lodged spots," hidden hummocks, bogs and stones, in the educational field. The following is, therefore, presented for trial:

COURSE OF COMPOSITION.

FIRST STEP: FIRST READER SCHOLARS.

Letter-Making, by the use of slates and blackboard. Instruction and copies upon board; first in print, and then in script characters. Short and diversified exercises.

SECOND STEP: SECOND READER SCHOLARS.

Word-Making.—This exercise might include—1. The copying of Special Lessons on slates. The writing of the names of familiar objects in the school-room; the names of the different kinds of food, of trees, of flowers, of birds, of insects, &c. (See "Object Lessons," Cin. Schools, page 157 of Journal. 3. The writing of the names of brothers and sisters, of playmates; then the names of persons, with the common titles of Miss, Mr., Mrs., Esq., Dr., Rev., Hon., M. C., M. A., B. A., D. D., LL. D., etc. ☞ *Special attention should be given to the correct use of capitals, and, also, the use of the period after abbreviated names.* 4. The copying of paragraphs or verses, important maxims, the Ten Commandments, etc.

THIRD STEP: THIRD READER SCHOLARS.

Sentence-Making.—This exercise may include—1. The writing of short sentences, expressing the use, quality, etc., of the familiar objects, whose names were written in the First Step. (See "Object Lessons.") 2. The writing of sentences, including certain words, previously selected by Teach-

er. 3. The writing of sentences, *dictated* by Teacher, containing the more common abbreviations. (Example: John Lucas died on the 10th inst.) 4. The writing of all requests made to the Teacher; also short notes to persons, containing a single wish or request. 5. The correcting or rewriting of sentences incorrectly written. 6 The writing of brief letters; properly dating, directing, addressing and subscribing them.

FOURTH STEP: FOURTH READER SCHOLARS.

Sentence-Grouping, or the arranging of sentences so as to make a description, or narrative. This may inclnde—1. The writing of letters. ☞ *Great attention should thus early be given to this subject.* 2. The writing of brief narratives or anecdotes, related by the Teacher or some scholar. 3. The writing of brief descriptions, suggested by questions. (See Brookfield's First Book in Composition.) 4. Fhe changing of verses of simple poetry into prose, etc.

So far, the chief object should be to impart the ability to produce a correct *manuscript*—to thoroughly drill the scholar in the *elementary principles* of written language.

FIFTH STEP: FIFTH READER SCHOLARS.

Composition Proper, or the discussion of *themes*, in which Invention, Arrangement and Style largely enter. Didactic, persuasive and argumentative writings are included under this head. A more extended analysis of this step is unnecessary. It is fully presented in the common works on English Composition, or Rhetoric.

The above is a mere skeleton or outline of the subject; the skillful Teacher can easily fill it out. The adoption of this, or a better Course of of Composition, securing a complete *division of labor*, is, in our judgment, greatly needed. Between the different grades of school, early instruction in this important and useful branch of education, is now sadly neglected.

PORTSMOUTH. E. E. WHITE.

THE EDUCATOR VS. THE TEACHER.

THE educator draws out latent powers.—The teacher puts in a given task.

The educator considers, the worse the material, the greater skill in working it.—The teacher does his task, and charges the material with the result.

The educator knows his subject to be infinite, and is always learning himself to put old things in a new form.—The teacher thinks he knows his subject, and finds it more irksome every day.

The educator thinks nothing done till the food he gives his pupils is digested and craved for.—The teacher thinks everything done when he has poured out something before them.

The educator encourages.—The teacher furnishes.

The educator has faith in great principles.—The teacher is the slave of little vexations.

The educator is a boy amongst boys in heart; in judgment a man.—The teacher has the hardness of a man, with the want of thought of a boy.

The educator in punishing, considers what is best, not what is deserved. The teacher applies a fixed penalty.

The educator deals in exhortation and hope.—The teacher in truisms and lamentation.

The educator is animated by a high and true ideal, towards which he is ever finding some response, even in apparent failures.—The teacher's ideal is a shallow dream of selfish success, the non-realization of which leaves him apathetic and querelous in his work, sceptical of goodness, hardened in his own opinions, and closed against improvement.

The educator, as he believes in his principles and rules, earnestly strives to be the best example of them himself.

Unpunctuality makes authority grating.

Little charges make authority contemptible.

Little interferences make it hateful.—*Clerical Journal.*

For the Journal of Education.

PRAYER FOR PUBLIC SCHOOLS.

Did you ever hear any? The Clergy think prayer in public schools well enough, but prayer *for* them who can bear? which of them practices? Who understands a moiety of the supplication for "institutions of learning" to have reference to these? Is this oversight, or wilful evasion? Do the reverend gentlemen fear mentioning public schools in a church prayer will be called sectarianism? Do they fear it may be called "meddling with politics;" or is there some secret, heavenly propriety for the oversight which the clergy alone perceive? Is it impudence to ask? Is it not as wise to pray a good institution higher as a bad institution lower?

Prayer for colleges are regular and zealous.—In fact, men of letters have have been coaxed by prizes to write their importance into notice.

While they contain unction, juice, pudulum for colleges, is it possible they are unfit for common schools?

Are prayers mere red-herrings which cure Englishmen but kill Frenchmen?

Ethically considered, a good day-school and a good Sunday-school are a "distinction without a difference." Clerically considered, they seem as unlike as a horse chesnut and a chesnut horse.

Sheboygan. D. J. H.

From the Normal.

SCHEMES OF MENTAL TRAINING.

THERE are at least four distinct methods of training the mind; all of which should be combined, in order to make a well-stored, systematic, independent, and ready scholar.

ACQUISITION.—The first of these is *Acquisition.* Many teachers seem to suppose this is all. They urge their pupils, by every incentive in their power, to acquire large quantities of words from books. Grammar, Geography, "Arithmetic rules," can be recited by whole classes, from one end of the book to the other. Yet scholars may be less logical, less inclined to investigate for themselves, less able to express their own thoughts in their own language, than before the stuffing process commenced.

Acquisition is essential to the full development of the mind, undoubtedly. But let it be the acquisition of ideas, rather than words; of principles, rather than rules; the power to retain *truth*, and its relations, rather than *book* enunciations of formulas and dogmas.

GENERALIZATION.—The second method of mental training is *Generalization.* Books are, for the most part, systematically arranged, as the author supposes; though many are wretchedly botched in this particular. The student, however, is not led to see and appreciate this system, or want of system, as the case may be, in the general arrangement of the work, and in the more minute details of the several subjects embraced. His attention is seldom called to the fact, that there is any system in science, any where; and much less, even by good teachers, generally so called, is the pupil required to systematize a subject for himself. The teacher does not generalize, or systematize; he takes books as he finds them, knowing no more of his advancement in the subject than is indicated by the number of pages he has passed over. Hence the necessity of book-marks for such a teacher. But will he train his pupils any better than himself? Let such a teacher set himself to work, and make out OUTLINES of *all* the branches in which he is engaged, and fill up those outlines as he proceeds with the subjects, carrying out a logical and symmetrical arrangement to the most minute particular. After having thus systematized the ideas of his Text-Book, and the kindred ideas of other books pertaining to the subject, let him generalize the results of his own observation and experience. Thus, he learns to make the necessary connection between his books and his life, between dogmas and facts, between verbal images and material objects. He will then have such a Geography, Grammar, Natural Philosophy, Chemistry, as he can obtain from no book-store, and to him, as I conceive, immensely more valuable. But if the teacher ceases to be a parrot, and begins to use his reason, by pursuing such a course, why not train his pupils in the same manner. Such a teacher, such a scholar, thus trained,

has a place for every fact, phenomena, experiment and theory. His knowledge, so cared for, is ready for use — comes when called for: he knows, indeed, where to call for it, and when; and how to apply it when it comes. He now acquires with vastly more ease, and incomparably greater profit. Having Knowledge generalized, one truth is a representative for innumerable other truths. Identities, similarities, differences and contrasts, the mind loves to seek after, and easily retains. These afford increasing satisfaction, and diminish, or dissipate the burden, which otherwise clogs the memory, and paralyzes thought.

INVESTIGATION.—The third method of mental training is *Investigation.* A teacher or scholar who has been trained in generalizing, will almost necessarily become an original and independent observer, investigator, and thinker. He ceases to answer, when called upon for a reason, a proof, or demonstration—"It is so in the book." The *ipse dixit* of a book, so far from satisfying him, wakes up in his soul a desire to KNOW rather than to remember. He seeks to satisfy that desire by consulting other books, observing nature, or studying the objects themselves, instead of the books which describe them. He observes, he *experiments*, he REASONS, he THINKS. He learns to APPLY his knowledge to the common and uncommon affairs of life; to see the truths of science at every turn, in every object, in every association with other minds, in every operation of his own. Truth is thus purified as well as increased; dross is separated in the furnace of observation and experience; it shines with new and increased brilliancy from the polish acquired by application and use.

COMMUNICATION.—The fourth method of Mental Training is *Communication.* The scholar may have acquired vast stores of knowledge, and indeed accustomed his mind to systematic activity in acquiring, classifying, and investigating; yet, from want of suitable and sufficient training in the communication of his knowledge to others, be utterly inefficient as a teacher, public speaker or writer.

Communication then should commence with early training. The use of the pen for the expression of thought should be its first use, with all children. The ready and accurate enunciation of one's own thoughts should surely form an indispensable element in the training of Teachers, Lawyers, and Clergymen.

The plans of training scholars in the art and power of communicating their own thoughts in a coherent and impressive manner, are numerous. All these plans should aim at clear and logical thinking. There is no evidence of systematic and correct thought, aside from its form of expression in being communicated to others. Nowhere in all the range of the mental and moral, is the saying of our blessed Lord, "It is more blessed to give than to receive," more pertinent than in this particular of communicating, rather than in being satisfied with acquiring, alone. Of the many plans adopted for securing logical thinking, and impressive writing and speaking, I shall notice but a few:

1. QUESTIONS AND ANSWERS. They should never be relied on, to any

great extent; but may be used in connection with other plans, with judgment and skill, as an efficient means of arousing and directing thought, and stimulating its correct and forcible expression. Too often the question-and-answer method prevents any improvement in communicating, and exhibits a teacher as poorly trained as his scholars.

2. Topic-System. The plan of assigning topics to scholars in recitations for them to discuss, requiring preparation on the whole lesson for such discussion, has been adopted with favorable results. It may commence with young scholars, they being prompted and guided in part by questions.

3. Reporting by means of Outlines. Aside from the general lesson, a special subject may be assigned to an individual, who is expected to report to the class, with or without the outline on the blackboard. The outline is first furnished by the teacher to the class, who copy it into their note-books in systematic order, with other outlines. Any scholar to whom a subject is assigned, is expected to give his report "without notes," and to deliver it in as connected and interesting a manner as is possible for him. At the conclusion of his report, brief criticism follows, on the spelling, pronunciation, definitions, arrangement, demonstrations, etc., by the scholars; the teacher closing with any additional corrections and remarks, desirable.

4. Declamation of Original Compositions. Such compositions should be written according to some well defined plan, and elaborated with all the knowledge and skill that the scholar may possess; then memorized according to such system. The delivery, by continuous training in the principles of elocution, in connection with this method, will become, in the majority of pupils, as easy and natural to the speaker, as it is entertaining and instructive to his hearers.

For the Journal of Education.

T E A C H I N G .

Sunny side: A convenient, roomy and well-ventilated school-room, with black-boards, globes, maps, etc., etc.; a good stove, and plenty of good dry wood. A goodly number of bright, intelligent scholars, who are willing and anxious to learn. The love of the scholars and the confidence of the parents, and a *manifest* interest on the part of parents and others in the welfare of the school. These constitute the teacher's paradise. He is conscious that his labor is not in vain. In the bright inquiring glance of the intelligent eye, he feels repaid for his wearing toil.

Shady side: A little, low, cold, rickety school-room, containing a stove that draws the wrong way, and wood that is a little more than half water. The room crowded with boisterous, unruly, backward and awkward schol-

ars, who don't appreciate kind treatment, or if they do, will repay it with insolence and disobedience. With the parents ready and anxious to hear every minute particular of every little transaction that can be construed against the teacher. Get these things together and you have the Teacher's Pandemonium.

NEW LONDON. B. FRANK DORR.

For the Journal of Education.

"WATCH THE MAIN SPRING."

MAPLE GROVE, Dec. 1st, 1857.

MESSRS. EDITORS.—After the ordinary opening exercises, Mr. Broadhead, according to previous arrangement, continued his discourse upon our system of superintendency, as follows:

Mr. President.—At a former meeting, we presented several prominent and acknowledged faults in our present school system, and proposed as a remedy a system of county superintendency. These objections we will consider in their order as presei ted.

1st. Perhaps that which stands most in the way of success is the want of competent and thorough examination to test the qualifications of teachers, and judge in regard to the comparative merits of different schools and systems of instruction.

But it is asked, What will be gained by the proposed system, and "who would insure us against men too lazy to teach, third rate lawyers, hungry politicians," and in general against persons unfit for the office, when any thing like a paying salary is attached to it. Now, that any office under such circnmstances should ever be found *perfectly* free from such characters is not a supposable case, but that which is now the rule may, under a proper and well guarded system, become the exception. Suppose it to be advertised in London, that a ship-master is wanted to take charge of the Great Eastern, that such officer must have the general supervision, wait upon company, smoke Spanish cigars in her principal saloon, and receive $5000 a year while the ship herself is to lie safely moored in some harbor. Under such circumstances, what would be the general character of the applicants and the probable qualifications of the successful candidate we may easily conceive. But on the contrary, let it be advertised that she is to go out upon the broad waters, to face every danger of every sea, to battle with the hurricane of the torrid zone, and ply among the rocks and ice-bergs of the stormy north, and that a ship-master is wanted who is responsible and qualified to take immediate charge in every emergency, no man would have the audacity to apply for the position who had not had many years experience mid the howling tempests of the sea, among the rattling ropes of a bounding ship, and jarring machinery of an ocean steamer.

Again, let any legislative body or constitution create the office of State superintendent of schools, attaching to it common honors and a reasonable salary, and give to it indefinite duties, as the disbursement of school-moneys, a general over-sight of schools, the visiting of different parts of a State to give general lectures, &c.; and then permit the officer either to perform these duties himself, or send at pleasure, in these days of political strife and office-seeking, it would be a matter of mere chance if any well qualified person could obtain the position. But if, at first, extensive experience in promoting education, and other necessary qualifications were positively required; and the laborious and important duties properly belonging to the office were made definite, and required at the hands of the *officer*, we should see a very different state of things.

Now let this principle be applied to the office of county superintendent; let the law creating such office demand on the part of the officer experience and success as an educator, and give to the office its appropriate and important duties, and also require them at the hand of the officer, as before said, what is now the rule would become the exception.

2d. Another fault, and one most disastrous to our schools, is the almost necessary neglect of duty on the part of town superintendents. Indeed many of them cannot afford to neglect their own business for so small a compensation, and consequently, being irregular in the labors of the office, they soon lose all interest, and the schools are left solely in the hands of teachers. The State superintendent of Pennsylvania says, "A county superintendent should devote his time and energy solely to the duties of the office. Let this be the case in the proposed system, and the objection referred to would be principally removed.

3d. Town superintendents are elected yearly, and therefore have not time to establish and carry out any system of improvement. To obviate this the county superintendent should, with good behavior and success, hold his office at least three years. In some of our States the superintendent is elected for eight years.

4th. Town superintendents are elected by the people, and often not on the ground of merit, but on account of political preferences, and thus their usefulness is destroyed. In the case of a county superintendent, this difficulty may to a great extent be avoided, by their being hired, appointed, or otherwise chosen by the county board of supervisors, or by any other competent board thus representing the people. Teachers are now hired on the same principle, and are rarely selected on account of their political preferences.

5th. There is no concert of action among our town superintendents; one adopts one system, another another system, and a third none at all; one adopts one standard of qualification for teachers, another another standard, while a third adopts none at all, and grants certificates even without any examination. "This want of concerted action is sufficient of itself to preclude all hope of a uniform improvement in our schools." The author of the Ohio School Library, speaking of Maryland, says: "There is no

uniform system of public schools, each county being left at liberty to adopt its own system; in consequence of which there is the most gross inequality of school privileges." If we but substitute the word town for county, we may very properly adopt this remark in reference to our own State. To secure a desirable co-operation of superintendents, much may be done by constituting each county superintendent a member of a State Board of Education, requiring such board to hold annual sessions of sufficient duration to ascertain the condition and progress of schools in the various parts of the State, to establish a regular system of graded certificates, and a uniform system of examination of teachers; to adopt a uniform system of reports, and a regular programme for school visiting and teacher's meetings; and, as far as possible, to adopt a uniform and most approved method of giving normal instruction at teachers' institutes, to be held semi-annually in the several counties of the State.

Other objections were mentioned, but we have not space to consider them at the present time.

Mr. Stone asked, "Why our schools and school-system have so good a reputation abroad if they are really so defective?"

Mr. Broadhead continued: "Mr. President—Wisconsin is a favored State; she has a healthful and vigorous climate, her soil is fertile, her surface is beautifully interspersed with lakes, rivers, woodlands and prairies; her bosom is filled with rich minerals; her brow is washed by the cool waters of Lake Superior; in her right hand she holds the river of rivers, through which she gathers wealth from the prairies and mountains of the west, and from the cities of the south; in her left she holds the most beautiful of the great lakes, through which she gathers rich stores from the east. All these natural advantages have conspired to invite hither the energetic and far seeing from almost every nation on the globe. The various colleges and other institutions of learning in the east and west, have sent hither persevering, philanthropic, educational men, by whose individual exertions some of our schools have been raised to the highest degree of excellence. But, sir, although three or four such schools are sufficient to give us note abroad, they are not sufficient to educate the children of the State. To show that these superior school privileges in some of our cities and villages are not the offspring of our general system but of individual effort, we need only refer to the fact that in nearly all these places the schools are operating under special acts. This is working mischief in our State, and soon we shall have as many school systems as we have cities and villages.

We are sorry to stop as it were in the middle of the subject, but time forbids us to proceed.

The convention adjourned to meet at the call of the president.

REPORTER.

THE spring of courage and devotion is a firm faith in Immortality. The heroic, trusting soul is brave, because Immortal; and patient also, because of the eternities.—*The Sisters.*

TO THE EDITORS OF THE JOURNAL OF EDUCATION.

KNOWING that you gladly receive accounts of the Public Schools throughout the State, I propose giving you a short sketch of the one under my charge—the difficulties under which we labor—the progress we have made—and the absolute necessity which exists here of greater school privileges than we are at present favored with.

There are in the district 239 persons between the ages of four and twenty. Of this number, 145 have attended school during the year—the greatest number on the list at any one time was 108. As I had no assistant, you may readily form some idea of what the school must have been.

The school-house, though commodious, was very poorly heated during the winter, and for days we shivered with the cold. An orifice through the wall gives egress to the stove-pipe, and being twice too large, gives ingress also to any quantity of pure air; so that in one respect our school-room is a model one—it is very well ventilated indeed.

During the first quarter, the outside door was the only door; but at its close, in January, 1857, a hall was added which improved the convenience and warmth of the room very much. I fear you will not be very favorably impressed with the picture I have drawn of our school-room; but let me add that we are to have a new stove this winter, which will, I trust, with the improvements we intend making, render it quite comfortable.

And now to the scholars.—They are very irregular in their attendance, and very tardy when they do attend. There are bright exceptions of course—but this is the rule. The fact is the people are very indifferent in regard to the welfare of their children, and consequently pay but little attention to the condition of the schools. I know it would be much pleasanter to report the opposite, but I report the truth. There are individual instances in which this rule does not hold good; but I am speaking of the majority of the people. I am fully aware that very many consider the teacher wholly at fault, where such apathy in regard to the public schools exist, and I am very willing to acknowledge, that with proper exertions, I might have accomplished more towards arousing the minds of the people in regard to the subject; and yet I must say, in self defence, that I have written, exhorted, remonstrated—to some purpose, it is true—but not with such success as I had wished for.

And here permit me to say, that notwithstanding the exertions made by the people of Wisconsin to furnish a liberal education to the masses, there are many, far too many, growing up in ignorance within her borders. In the "mining region," especially, too little exertion is made, and too little success achieved. There are many excellent teachers here, many who are well prepared to do battle in the holy cause; but it is nevertheless a fact, that they are seriously crippled in their exertions by the non co-operation

of the community at large. This must not be—these obstacles must be overcome.

If we would live, thrive and flourish, a prosperous, happy people; if we wish that the youth of both sexes should grow up prepared to enter upon the active and arduous duties of life; if we desire that they should catch the true spirit of the age, and become ornaments to society, and honored citizens of the Republic,—we must increase the means by which they may acquire a proper education, and see that those means are well applied.

Yours, W. C. A.

LINDEN, Wis., Nov. 1857.

From the Pennsylvania School Journal.

THE QUALIFICATIONS OF A TEACHER.

THE teacher should be thoroughly educated, and in no part more particularly and studiously so, than in the first principles, the rudiments of that which he assumes to teach. What! attempt to teach others in that wherein he himself is uninstructed? Most absurd! An error here, and it is a common one, can never be sufficiently deplored, for the result is often never corrected. He should have a thorough acquaintance with every branch of learning required,—not only with the arbitrary rules laid down in books (these any parrot may be taught to con over) but with the principles they express, and be able by familiarity with them, to convey them in language and by illustrations of his own, to the mind's eye of those he teaches. A teacher being able to do this, will accomplish results which will surprise the mere automaton, book instructor.

While he instructs in these, he must be careful never to violate them himself in the presence of his pupils, but be in the habit of correctly expressing thought. A teacher using ungrammatical expressions, should be as much a *lusus naturae* at least, as a "white black bird."

He should have a thorough knowledge of character. This is difficult, but it should be acquired. Herein lies a secret spring of success in school government. An illustration of this position may be found in the fact, that often the character of a child seems to be totally changed by a change of teachers. No one abitrary mode of government can be adapted to different natures. He must study the character and disposition of his different pupils, as he would the different branches he teaches, and must with judgment and care, apply that knowledge to the proper government of his school. The will of the pupil should be made, promptly and implicitly, to yield to the will of the instructor; but the means by which this is to be accomplished, may in different cases, necessarily be widely different. In one case, the judgment may have to be convinced; in another, the heart is

to be reached, and with far happier results than will follow the peremptory enforcement of command. With such, the work once done is always done. Again, in many cases, peremptory measures are indispensable.

He should have a full appreciation of the command, "Know thyself." Without this knowledge in an eminent degree, and without thorough self-government, he may as well relinquish his work, for he cannot succeed.—"How can he govern others, who has not learned to govern himself?" A teacher with a temper that he is unconscious of, or that he cannot or does not control—with feelings which scorn the trammels of a sound, patient judgment—with an obtuse sense of justice and a dull perception of right and wrong, has mistaken his calling; he could not have made a more mischievous selection of a profession.

A teacher of youth should never open his lips in anger; never speak but in the calm words and firm tones of self-possession; a scolding, berating, threatening tongue, wins naught from the pupil but disrespect and hatred for the head and heart, which are its companions. Let a teacher but once grow pale with rage, and his sway, except it be of servile fear, is at an end. Promises of punishment are better never made, but if made, should never be broken. Let either a parent or a teacher, threaten with punishment he fails to inflict, and if the child or pupil does not apply the epithet "*liar*" to him in words, it is not that he does not think it, and he thinks rightly; and his conduct in disregarding the threat thereafter, shows that he acts upon his belief. Children rarely fail to form just conclusions.

For the Journal of Education.

TO THE LITTLE FOLKS.

My Little Friends:—I have looked through the Journal to find something for you, but not finding anything, I thought I would write you a little letter. All you girls and boys who go to school every day in good season, who study hard in study hours, and play hard at recess, and after school at noon and night; who never get angry with each other, but are always kind and happy; you are the ones I am writing to. Those boys and girls who are always late, idle and cross, and those who play truant, I do not wish to write to, for I know they can not read well enough to understand it. By the way, I must tell you about one afternoon when I *played truant*. I was about eight years old. It was a beautiful day. I had not been very attentive to my books, and I thought it would be such a nice thing to play truant as some other boys did. After dinner, instead of going to school, I went under a bridge, where I thought I would stay till all had gone to school and then I would go and play. How long do you suppose I staid there? I staid there till one o'clock, two, three, four o'clock. I did not dare to move for fear I should be found out and punished. So I

remained under the bridge till the boys came home from school. That afternoon was as long to me as a week in school. That was the first and *last* time I played truant. I felt so ashamed of myself, that it was a long time before I could play with the other boys at all. Nothing would, after that, induce me to play truant. This took place more than twenty-five years ago, but I can remember exactly how I felt, how dismal the place was where I spent those three long hours. If you wish to be happy, never *play truant.* More at another time.

ONE WHO LOVES LITTLE FOLKS.

Editorial Department.

A MARKED feature of American character, a peculiarity noticed and commented on by every intelligent foreigner who visits our shores, is a love of change, a desire for something new.

This element is a source of good or of evil, according to the direction of the effort which it induces or stimulates. When it results in the discovery of new principles in science or art, or the invention of labor-saving machines; when it produces lightning-rods or telegraphs, reapers and threshers, sewing and washing machines; when it breaks the shackles of conservatism, bigotry and habit, inducing a love for progress and independent thought, it is a blessed influence which we cannot value too highly, which we do not appreciate until, by contrast with the state of stagnation and darkness existing in communities in which it does not bear sway, we are taught its importance as an efficient agent in promoting that kind of healthful agitation so essential to mental vigor and moral development.

When it leads us to scrutinize theories and systems, plans and operations with the desire and intention of adopting better ones; when it impels us to discard ancient and time-honored customs and observances because they are unsuited to the conditions of the present, we realize in it something beneficial and worthy of consideration as an element of individual and social renovation.

On the other hand, we see some of the evils which it causes in the fickleness and instability of purpose manifested by our people as a body. So deeply has it entered into and permeated the popular thought, that secondary and collateral considerations are made to take the place of cardinal principles.

The intensity of the desire to *secure* an object blinds us to the perception of the rignt *means* to be used in order to succeed.

We act as though the possession of the power to do a thing implied the obligation to do it. This is clearly manifested in the frequent change of

officers in the various departments of natinnal, State and municipal government. From the president of the United States down to a town constable, so soon as a person becomes accustomed to the duties of his office and capable of performing them with accuracy and promptness, he is removed to make room for another who is ignorant of the routine of duties and destitute of the peculiar qualifications resulting from practice and experience.

But it is not in the frequent removal of ministerial or executive officers that society experiences the most disastrous results flowing from this love of change. The loss in these instances is principally one of dollars and cents, one which an enterprising growing people least feel, and which, though none the less a loss, does not materially affect the vital forces, the springs of thought and action which form and mould the real character and life of a nation.

But when this fickleness and instability of purpose manifests itself in a frequent change of teachers in our common schools, we utter our protest against it as a great evil which, if not abated, will eat out the little vitality inherent in the system, and make it a thing of forms and shows instead of a living, expanding, healthy organism, a means of personal development and national preservation.

There are nearly four thousand school districts in this State, three thousand of which probably have employed or will employ one teacher each the present winter. In how many of these districts will the same teacher who taught last winter be again employed? In one-fifth? No, not in one-tenth of them. It is a liberal estimate to allow three hundred districts the same instructor they had last term or last winter. What is the reason of this almost universal change of teachers? If you question the people or the officers of a district, they will tell you it is to secure better qualified persons to take charge of their schools.

This would be a good reason for a change if the result sought to be secured were accomplished by it. But it is not, and cannot be, because the number of teachers remains about the same, increasing but slowly from year to year, so that we cannot with certainty conclude that there are more than two hundred teachers added to the list this winter. Supposing (which is far from being the case,) that these two hundred teachers are all of them superior to those hitherto employed, they can supply but two hundred districts, and the remainder of the three thousand must simply exchange teachers, by which process a few localities may possibly be benefited, while the condition of things, considering the whole State, remains as before.

Now that we have shown that better teachers are not secured by this system of changing from year to year and from term to term, let us look at the evils resulting from this ill-advised practice.

In the first place, it prevents the adoption in common schools of any definite system of instruction or management. What is commenced by one teacher is overthrown by his successor, whose system (if he has any) receives the same treatment from the next incumbent and so on indefinitely.

Provided that each succeeding teacher were superior in discipline and

method of instruction to the preceding one, still he has not time to inaugurate his system before he leaves, to be followed by another who may practice on an entirely different plan.

In the second place, if the same methods of discipline and instruction were to be pursued in all the schools of the State, a great amount of time would be lost by the teacher in learning the character and disposition of the pupils, with which, in order to ensure success, he must be as well acquainted as he is with the subject matter of the lessons to be taught.

Considering education to be simply the acquisition of information, one-third of the time of the teacher is lost on account of these frequent changes. But education relates to the disposition, habits of thought and action, intellect, moral nature, character and destiny of the pupil. How important then that the work of training the youth of our land, should be carefully and systematically pursued. A tangible illustration of the evils resulting from a frequent change of teachers, is seen in the penmanship of the pupils.—Not one in ten is able, on leaving school, to write a fair legible hand. One reason of this is that writing is not systematically taught, as a general thing, by common school teachers, and if it were, no pupil could acquire a good hand under the tuition of so many different instructors.

Frequent changes are not less injurious to the teacher than they are to the school. They encourage incompetent persons to remain in a profession for which they are not qualified, and discourage those who otherwise would make more effort to fit themselves for the proper performance of their duties.

It matters not how successful a teacher may be; a re-engagement, as a general thing, depends not upon success, but upon the composition of the school board, which in most districts is changed annually, carrying with it a change of teachers as a matter of course. On the other hand, if a teach- wholly fails in arranging and disciplining his school—if he is ignorant of the branches which he professes to teach, and unfit in all respects to have the charge of children and youth, he can only lose his situation; he is no worse off than the successful teacher, so far as regards the attitude of the public towards him; he is as free to seek, and (if possessed of the requisite amount of assurance) as likely to obtain another situation as he would have been if successful in a former one.

What is there in this state of things to encourage self-improvement on the part of the teacher? Why should he sacrifice time and money to secure a knowledge of the theory and practice of his profession, so long as the public offer a premium for dulness and incompetence?

Thus these frequent changes injure the true teacher by lowering the standard of qualifications, and bringing him into competition with numbers of unqualified candidates, who depend upon the ignoranee of the people to secure situations which they do not expect to retain and are not competent to fill. Again, the teacher sustains a personal loss, in that he is by this system placed beyond the reach of those influences which would materially aid him in a course of mental improvement and general development.

It is often said that teaching has a tendency to contract the mind, to narrow the scope of vision, and separate one from his fellows, in consequence of a difference in aims and objects of pursuit. This may be true of itinerant teachers, who do not remain long enough in one place to gain a legal residence, much less to become identified with the people among whom they reside. But it is not true of the teacher who continues in the same locality for a term of years, for in order to maintain his position, he must not only add to his stock of scientific information, so as to keep pace with the general progress in knowledge, and to awaken in the minds of his pupils the interest necessary to rapid and permanent advancement; but he must become acquainted with the parents, learn their peculiarities, become interested in those things which interest them, and take a position in society and the commonwealth as a man and a citizen. Thus he cannot be a student, a book-worm, a teacher merely, a wider field is open before him, a higher position requiring expanded views, trained and disciplined faculties and powers to fill it with credit to himself or profit to his fellow men. Experience and the testimony of others warrant us in stating that there is not a really good and prosperous school in the State in which the teachers are changed yearly. On the other hand, in all those schools which have gained an eminence amongst us as model schools, the teachers, in the main, are employed from year to year, or as long as they choose to remain.

The conclusion we have come to is this, that a frequent change of teachers is injurious to the teacher himself, to his pupils, to the school system and the community.

TO TOWN SUPERINTENDENTS.

We have as yet received the names of but few of the District Clerks elected last September, therefore in mailing this number we direct the Journal to the office, omitting the name of the clerk, as follows: "Clerk of Dist. No.—— " inserting the proper number as 1, 2, 3, &c.

As we intend to pursue the same course hereafter, it will not be necessary for Superintendents to send us the *names* of the clerks; all we need is the number of districts, designating them as they are known in the records in the Superintendent's office, and adding the proper Post-Office. Thus: "Dist. No. ——. P. O. —— County." In sending the numbers of joint districts, send only those the clerks of which reside in the same town as the Superintendent.

When the address of the Clerks and Superintendent is the same, we write the numbers of the districts on the Journals and enclose in wrapper directed to Town Superintendent.

Any Superintendent receiving more than one copy not directed to any one, will please distribute them to the clerks in his town, and immediately forward to us the number and designation of the districts in the same. We

are often written to by Superintendents and Clerks requesting copies of the School Law. Those wishing them must apply directly to the State Superintendent, Madison, as we have no copies of the law and are not agents for its distribution.

ITEMS—PERSONAL AND OTHERWISE.

Mr. BURDICK and Lady, who have taught very successfully at Hazel Green for the past year, are engaged at Waupun for the ensuing year.

THE people of Lancaster are about establishing an academy under the direction of Mr. Page, recently from New England. A hall is in progress of erection for the accommodation of pupils.

THE High School edifice at Prairie du Chien is completed, handsomely furnished, and they have their teachers engaged for the year.

MR. DEAN, who has been teaching at Eureka, is engaged at Omro for the coming year.

Mr. J. M. FRY is re-engaged at Wautoma, Waushara County.

BOOK NOTICES.

MCGUFFEY'S ELECTIC READERS.

This popular series of reading books has been carefully revised and remodeled, and one entirely new book (the high school reader) added to the list, making in all seven books, which are now designated and known as MCGUFFEY'S NEW ELECTIC READERS. Those teachers who have used the old series will fully appreciate the merits of the new when we assure them that they are improved in matter, typography, and general appearance, presenting a carefully graded and interesting collection of reading lessons of a high literary and moral character. Published by Winthrop B. Smith & Co., Cincinnati, and Clark, Austin & Smith, New York.

THE WISCONSIN FARMER AND NORTH-WESTERN CULTIVATOR.

Though not exactly in our line, we feel it to be our duty to call the attention of our readers to this valuable and interesting monthly. There is not a farmer in the State but would realize enough benefit from the careful perusal of one number to pay for a year's subscription. We are glad to learn that its merits are appreciated by the public, and we trust that notwithstanding the "hard times," its circulation will be largely increased the coming year. Published at Madison, by Powers & Hoyt, at one dollar per year.

THE ATLANTIC MONTHLY, for December, more than fulfills the expectations excited by the first number. It rivals "Putnam" in its palmiest days and will soon be regarded not as a luxury, but as a necessity in the intellectual life of the progressive American mind. We have not space to point out the best things, but advise our readers to send three dollars to the Publishers, Messrs. Phillips, Samson & Co., 13 Winter street, Boston, which will pay for the "Atlantic" for one year.

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WISCONSIN JOURNAL OF EDUCATION.

VOL. II. JANUARY, 1858. NO. 7.

For the Journal of Education.

VALUE OF A GOOD SCHOOL-HOUSE.

NUMBER THREE.

THE festivities common to this season of the year remind us that we are *social beings*. Is there not in the good school house and its accompaniments a fund of social wealth? We can not prize too highly that department of our being which calls for kindred souls to share our joys and divide our sorrows. The cheerful fire burning brightly on the hearth is reflected from the happy faces of the "Home Circle," all the more happy when intelligence finds expression there. Nothing adds more to the comforts of home and the social joys of friends, than a body in whose every feature health discloses itself—a mind well stored with useful knowledge, and a heart beating with love to God and man. In the language of one of America's most talented writers "A cultivated man of reasoned opinions, of sober views and a considerate benevolence, is a spring of living water—the earth is greener and the air sweeter about him." A people devoid of *intelligence* is devoid of *homes*. To our system of education we owe much of our social elevation. I care not what a man's condition in life may be, or what his occupation, his labor is sweeter to him, when he enters upon it with the feelings of a scholar as well as of a man, and his rest at night will be the more welcome and refreshing, if he find it in the bosom of a family, whose very look beams with intelligence. Who find delight in haunts of vice forgetful of home? Answer, and you will strengthen my assertion.

It has been said that schools are very much what home is. It is true, but *schools* make the *homes*, and *homes* will therefore be very much what

schools are. As we value the blessings of social life, the joys of our firesides, and the love of our friends, it becomes us to look well to the sources of these blessings, these joys, this love, to guard well the fountain of knowledge, our common schools. In the protection and perfection of our schools, no more important agency is used than a good attractive *School House*. But aside from this indirect influence, comes another direct and powerful. Man's thoughts are fashioned much by objects of sense around him. Confine any person from infancy in dens of filth, and his mind and heart will be overrun with *vermin*. Let him *in*hale foul air and noxious vapors, and he will *ex*hale foul thoughts and curses. Let his eye rest upon nothing but what is disagreeable and unholy, and he will see in every fellow man an object of hate and scorn. Let all he comes in contact with be squalid and filthy, and he will go forth into the world a *leprous soul* shunned and shunning all. Just in proportion as these circumstances attend him, will evil consequences follow. But the direct influence of a good school house can not be better illustrated than by that beautiful story in a copy of the Massachusetts Teacher of "Freddy Gerrish and the Scraper." It is briefly this. Freddy Gerrish, constrained by the Scraper and Mat and other like arrangements at the renovated school-house, procures a piece of hoop which shall serve as a scraper before the door of the house of his careless and intemperate Father. A piece of sheep-skin serves as a mat. A cleaner floor procures white wash for the ceiling and walls, which, to prevent incongruity calls for and obtains paint for the outside. Closets are constructed and the uncleanly hovel becomes a tidy cottage. Its owner lured thither by the home-like air leaves his haunts of dissipation, and is saved to his family, because, as he expressed it—"Freddy's scraper had a tail to it." This may be an extreme case, but who can doubt that such results may flow and do flow from sources as trifling as a "*scraper*." Who has not seen the tobacco-chewer, who could, without any compunctions of conscience, discharge his filth upon an *unwashed floor*, run round as if nearly crazy, to find, in a neatly carpeted room, a place suitable for a puddle of tobacco juice. Not that carpets or well washed floors are *always* safe, but they are so in a majority of cases. *Neatness* begets *neatness*. Let the school house be ever neat and attractive, and its silent influence will be ever felt. It will appear in the *outward manners* and make its impress surely and firmly upon the *inward thoughts*. Neatness demands order, and both are absolutely essential to intelligence, refinement and virtue, without which there can be no *social enjoyment*.

It remains to consider the moral value of a Good School House. Conclusion next month. P.

PLATTEVILLE, Dec., 1857.

EDUCATION:

Its Motives, Methods and Ends.

An Address at the Anniversary of Wyoming Seminary, Kingston, Luzerne Co., June 30, 1857.

BY HORACE GREELY.

I come before you to-day with no elaborate address prepared; for I think the speech which will best suit the occasion, will be one inspired by the occasion. The theme is of course the one, the only one, which would be fitting here and now; I need scarcely name it—Education. Yet not as an advocate of Education am I here to address you; she needs no advocate here, or you would not be here to-day. All this vast multitude, gathered from distant homes, have come as her advocates. There is surely no need of dwelling on the value and importance of that which is the engrossing theme of thought and interest, with all I see before me. The intelligence, beauty and attention here collected, the halls in view of which we are assembled, the addresses we have already heard, all the memories our young friends bear from this place, and all the hopes which beckon them to the future, are so many testimonials to the importance of Education. But, that we may bring our thoughts to some practical issue to-day, indulge me with your attention; and while my feeble voice can make you hear, and so long as your patience ought to be taxed, I will offer some remarks as the fruits of my reflection and experience, on Education,—its Motives, Methods and Ends.

The word Philosophy, in its proper and derivative meaning, denotes a love of wisdom or knowledge. But it is more commonly used in an accommodated and inaccurate sense, as indicating a system or circle of whatever pertains or ministers to the intellectual needs of man. Taking the word in this, now its almost universal sense, we may say that the world of Philosophy has produced two great thinkers, Plato and Bacon, who, above all others, have been and continue to be kings in the realms of thought. Plato was acknowledged as supreme dictator of the human intellect for ages before Bacon wrote; and, indeed, among scholars, in our colleges and academies, our systems of education, and the literary world at large, the philosophy of Plato still wields a paramount authority. We may say that nine-tenths of the thinking world bow to him. These two names, then, raised on high, stand to-day as landmarks to all who go forth upon the sea of thought.

Plato's philosophy begins by contemplating the soul rather than the body. It views man more as a pure spirit than as an agent in the material world. It deems the noblest work of education to be, not so much the workman as the man. Its objects are inward, and its means, therefore, are chosen for their reflective action on him who employs them, not for their power in the world. But while Platonism thus builds on intuition, Baconism seeks its foundation in reason. It begins with *facts* and ends with *fruits.* It rejects everything from the beginning but clear, proved facts, and calls forth all the energies of its disciples in the search for practical, useful results. The Baconian idea regards man as placed on earth to be a *worker;* and the true education as that which best fits man for his work. It therefore cuts off from youthful training everything which gives no promise of being turned to account in manly work.

The civilized world, as I have said, sat for more than fifteen centuries at the feet of Plato; receiving his words with as implicit faith as was given them in his own school at Athens. And still his ideas prevail in our scholastic systems. Ask an old school professor of to-day, why he insists so much on the general study of the higher mathematics, the dead languages, and such other branches as have no practical work to do in the hands of his pupils; and he is sure to answer you as an orthodox Platonist: *To discipline the mind.* This is the great aim of our college and academy systems. But since the general diffusion of the art of printing, the opposite or Baconian idea has been steadily gaining ground. And now the great question in which the educational mind of our own age is engaged, is, whether this idea shall be adopted in the training system of the coming era.

Baconism, then, commences with a careful, intelligent observation of facts. It assumes nothing; proceeds by strict induction; takes nothing for granted; and postpones all theorizing until by an adequate interrogation of facts, we shall be pointed irresistibly to the conclusion. The model Baconian of our own nation, and of what we may call our own age, in comparison with the vast extent of history, was Benjamin Franklin. He was not, indeed, a model man; as a man his character had many faults; but we speak of him now only as a thinker, and in this light, he was a model Baconian. Other illustrious disciples of this school, however, belong to these times; such as Fulton, Watt, Whitney, Morse, Daguerre, and many more. For this is the school of practical men who do the work.

Now I too, in my poor way, avow myself a follower of Bacon. I would apply his touchstone to all our processes of education. I would affirm that the mind is disciplined best by its own proper work; and not by making this discipline the great end. I would say to the farmer's son, poring over Greek verbs and Hebrew roots and accents; to the damsel of sixteen,

wasting her sweetness on algebra and geometry, what do you propose to do with this, when you shall have mastered it? What is its use, its purpose, its end, so far as you are concerned? If you propose to turn it to some practical account, very well; but if you only acquire it with an eye to mental discipline, then I protest against it as a waste of time and energy. *Action, action* disciplines the mind; the acquisition of what we need to know, better than that we don't need.

Yes; I demand of education, and of every part of it, *fruits*. I test its value by the standard of practical utility. Let us learn *first*, at least, what we personally and positively need to know; afterwards, if ever, that which we can profit by, only as exercise or discipline. Let all our education recognize that we are here as *doers*, not as *dreamers*. Yet does this Baconism not really affirm, as some say, the subordination of the man to the workman, the mental to the physical? It affirms for the latter a precedence in *time* only, not in importance. "First the blade, then the ear; afterward the full corn in the ear." The child must creep before it can walk, however decided the superiority of the latter mode of locomotion. We insist, then, that education should first *qualify its subject for his work;* —that is, for a career of assured usefulness and independence; because, in default of this, there is scarcely a chance that he can be morally good or intellectually great. Bread is not so noble as thought, but in the absence of food the brain is paralyzed or absorbed in the consciousness of hunger. Let every human being be first trained to an assured ability usefully to earn at least a livelihood, and thus shielded from the all but inevitable moral degradation of the dependent and the beggarly. Every man who has had, with myself, the sad experience and observation afforded by a residence for upwards of a quarter of a century, in a great city, will agree with me, when I say no sight is more pitiable than the educated men, having no means of support by their hands, either through ignorance, weakness or pride, who are huddled in its crowded populations. We see there a host of such waifs, intellectual wrecks, literally begging for a chance to coin their thinking faculties into food. Moral elevation is of course impossible to such men; and they are the inevitable product of our present school systems.

We want a more practical, physical, industrial education, for many urgent reasons. 1st. To advance physical health, strength and longevity. 2d. For the proper cultivation of the earth, and the development of its mineral and vegetable treasures. We have but begun in this age to know the wealth of nature. What is the present state of agriculture, the first of arts in time, the first in necessity? 3d. For improvement in machinery, in manufactures, and in household economy. 4th. To diffuse leisure and taste for study among the uneducated. It is a very common complaint

that thrifty, untaught farmers grudge the cost of a thorough education for their sons and daughters. Hodge, industrious and independent in his ignorance, scorns his educated neighbor, who is but a drone and a beggar with it all. "I have succeeded well enough," says he, "without education; why shouldn't my children do the same." Now I realize and regret Hodge's contempt for learning, but I cannot pretend to be surprised at it. On the contrary, it seems to me most natural, and not very blameworthy For do but consider that the *educated* son or daughter too often returns to the paternal home with an ill-disguised contempt for its homely roof, and a positive aversion to its downright labor. Who would expect a sensible home-bred parent to relish and value such education?

That son is not truly educated who cannot grow more corn on an acre than his unlearned father, and grow it with less labor. That educated daughter has received a mistaken and superficial training, if she cannot excel her mother in making soap or cheese or butter. All these are chemical processes, in which her education should render her an adept, far beyond any untaught person. The educated lawyer, doctor or clergyman, whose garden is not better, (I do not say larger,) and his fruit trees more thrifty and productive than his illiterate neighbor's, sadly discredits and damages the cause of education. The prejudice against muscular, physical labor is a product of barbarism and slavery. It ought long since to have vanished in the light of liberty and civilization. Of course, he who can earn ten dollars per day, as a lawyer, should not desert this to toil for a dollar per day as a plowman or canal-digger. This would be folly. But the lawyer or physician who *cannot* earn the ten dollars per day, nor one of them, and who stands idle, and runs in debt for his board, rather than plow or dig, has been very badly taught, and is a poor creature. Let each do his best; but let no man make his presumed ability to do something better, an excuse for doing nothing. "Six days *shalt* thou labor," says *The* Book; and there is hardly a commandment worse understood or worse heeded. Each of us is under a perpetual obligation to usefulness; and this is not discharged by the fact that we cannot find just the work we would prefer to do. Every one lounging around taverns, or idling in office, or waiting for some one to employ him as a lawyer, a doctor, or in some such capacity, and meantime doing the world no good, but living on the earnings of others, is a scandal and a clog to the cause of education.

Perhaps the great mistake is nowhere more general or more pernicious than in the education of woman. It is the destiny of woman, we carelessly say, to preside over a household as wife and mother; and so it is the destiny of most women, but by no means of all. It is right that all should be educated to fulfil nobly the duties of matronage; but it is not well that any should be educated, so as to fit her for no other sphere than this, so as

to render her life as a maiden necessarily a defeat and a failure. Choice with some, disappointment with others, necessity perhaps with more;—these consign thousands to single life. All must fill this sphere at least for a season. Why, then, should not all be fitted to exalt and adorn it? The position and sphere of woman is one of the themes which the thought of our age is pondering; and its meditations will not be fruitless. Greater freedom and wider opportunities for usefulness in maidenhood, a juster and more equal union in married life, these are the essential demands of the clear-sighted, and they cannot always be answered by misrepresentation nor silenced by sneers. Pecuniary independence and self-support in single life are essential to woman, that she may spurn the degrading idea of marrying for a home and a livelihood. For, however proper the marriage state may be, surely an ill-assorted union is worse than none.

To this end, woman must be taught and encouraged to do many things she now shuns;—must be called out into God's sunshine, and made a free producer of those fruits which are its noblest embodiments. The fine arts in all their phases, gardening, the vineyards, the manufactories, all must be annexed to her industrial domain, until it shall be impossible, as well as shameful, to exact of her teaching and other service at half the price which man receives for equal ability and equal efficiency. This is among the achievements immediately before us, and it is to be attained through a wiser and more practical Education.

But in thus basing Education upon industry, activity, efficiency, I do not of course mean to confine it to material ends. Its feet are planted firmly on the earth, only that its head may be exalted to the skies. Let our educated youth be first capable, skillful, efficient, independent workers, in order that they may develop and evince a nobler manhood, a truer and sweeter womanhood, than we, their less fortunate predecessors and progenitors have been able to attain. Let them be armed at all points for the great battle of life, that they may carry thence grander testimonies than our feeble and unmailed arms were ever able to achieve. Let them be skilled in all forms of muscular exertion, so that they shall work out for themselves a genuine leisure for conquests in the dominion of mind. Let them be inventors, thinkers, philosophers, poets not merely that they may coin their brain-sweat into bread, but that, having secured ample bread, they shall now be ready to labor intellectually for the good of their race.

But would you have every one a mere delver? you ask. Yes, let every one delve till a way shall open before him to something better. Let men be called to intellectual work, because needed there, not because needing to be there. Let the relationship of literature to life be placed on a truer, more earnest basis. Now we hear a young man, trained in the prevailing system of Education, cry, "Why may I not be an author, and thus earn

my bread?" And so he makes an earnest effort to enter the realms of Authorship, as Novelist, Essayist, even as Poet. But alas! no Poet ever deliberately sat down to write a poem for either bread or fame. Poetry, to be real, is the overflow of life, not its mean quantity. True Poets only write because they must; as Jenny Lind's bird in her beautiful song, that cries, "I must, I must be singing." Only to think of Homer or Dante going about with "Please sir, buy my poem, that my wife and my children may have bread!" I often think with pleasure of an anecdote of Uhland, the great German Poet. When a friend visited him, at a time when he had published nothing for many months, and asked him, "Have you anything in hand now, any great poetical effort not yet finished, that you continue so long withdrawn from the public eye?" he answered, "No, *I have not felt the necessity of writing* lately." A true Poet must be silent when he does not feel the necessity of writing. But to write because you have no other means of support, because you cannot live without it, this is to debase your faculty. Yet the world is full of appeals for patronage and employment, which amount to just this. Now the world is not bettered by the book that is written for money; nor by any intellectual labor of which hunger is the inspiration. And all education which makes a man *necessarily* a lawyer, a physician, a clergyman or an author, is degrading to literature and intellect. The writer ought to be always the perfected worker. The curse of our time, as I suppose of all times, is inordinate self-seeking. We acquire that we may serve, not mankind, but ourselves. We seek not to keep step in the even march of life, but to steal a ride on the baggage wagon. The spirit of the NEW AGE on which we are entering is different; it speaks only of, and seeks for, the equal rights of all. It says to the Legislature, Punish, punish crime; but only as the Guardian of Justice and the Protector of the Commonwealth. for the prevention of future crime, and, if it may be, the reformation of the offender. It says to the Thinker, Hate, but be careful to hate only that which is hateful, which opposes and impedes human good. And it cries, as it hails the rising generation, Youth, study! Study with all your energies, but study only that you may be a more effective worker! It says to men everywhere, Work, that you may be more unselfish and effective students. And to all, Live, with all your powers and all your life, that the haughty may be abased, the humble exalted, and God glorified.

I feel that I have reached the limits of my voice and of your patience. I have thrown out these thoughts, thus imperfectly, hoping that they may reach your minds and dwell in them, and become your thoughts; and thus, so far as they are just and right, influence your lives. You know our thoughts are always, if allowed to develop themselves rightly, better than our lives. What then? Shall our thoughts be brought down to the

lower level of our lives, or shall the latter be exalted? Let us strive to make Education the seed of good thoughts; a sure and faithful teacher that soul is more and better than body. Let it train the young so to use every power that man may be ennobled, and life may be higher and holier. —*Record of the Times.*

For the Journal of Education.

ON CHOOSING SUBJECTS FOR COMPOSITION.

TO THE BOYS AND GIRLS IN OUR SCHOOLS.

Many are the things upon which scholars rack their brains. There is the puzzling proposition in Arithmetic, the more puzzling sentence in Grammar, and the hard spelling lesson, which, in common with other pressing affairs, demand attention.

Among these various things that claim the notice of Scholars, the choosing of a subject on which to express their thoughts, stands out pre-eminent, to some, in the catalogue of their difficulties and vexations. Some say that it is easy enough to chose a subject, but harder to write on it. "Aye! there's the rub," to choose a subject suited to one's capacity. When a scholar who is beginning to study composition, is thinking of something on which to write, he generally runs his mind over a plentitude of abtruse subjects, such as 'Wisdom, Happiness, Truth, Twilight, Sunshine and Shadows," upon which he can no more express his thonghts, than can a "bevy of blackbirds," or any other of the lower animals. A good illustration of the above assertion is found in an anecdote which a celebrated authoress, Mrs. Sherwood, relates of herself. It is as follows: It was the custom of her father, every Saturday morning, to give her a subject on which to write. So one Saturday morning, as usual, she went to her father's study and said, "Papa, please for the subject of my theme, today?"

"Hoc age," he replied, still writing on. "What? Papa," she said. "Hoc age," child, he answered, "Hoc age. Go and do your best with it but don't disturb me." As she went down stairs, she repeated to herself, "Hoc age, Hoc age. It's Latin, I know. 'Hoc' means 'this,' and is neuter, so the word 'thing.' is understood, and 'age' means 'do;' so it all means 'do this thing.'" She sat down, with pen, ink and paper, and

wrote in a fair hand at the top, "Hoc age," and the translation neatly under it. Then she looked out of the window and up at the ceiling, and actually made out a sentence to this effect; "that it was our duty, in every circumstance in life, to attend to this admonition," and further than that she could not get, for the question presented itself, to wit, what admonition? And when her father called her to her dinner, she had proceeded no farther than the full, round stop, after the word admonition. So poorly an excellent authoress succeded with an abstract subject and so will all beginners succeed, who choose such subjects. No one, not even the best author, can write on a subject of which he knows nothing. The first compositions which a beginner writes must, of necessity, be on common things about which he hears in every-day talk. They may be divided into three classes; First, subjects on which he talks with his companions; Second, subjects on which he hears his elders talk, telling what he has learned about them; Third, descriptions of the studies or plays in which he engages. When engaged in writing, the best way to draw out all one knows about a subject, is to question himself concerning it. But let him remember that he must *know* something of a subject before he can write on it, which is in accordance with the old saying, "where there is no water in the well, you may pump forever without effect."

RALPH RAMBLER.

For the Journal of Education.

A STORY FOR THE YOUNG FOLKS.

DISADVANTAGES OF IGNORANCE.

"Who is your committee, sir?"

"Captain Bill Bunkers."

"Is he a man capable of ascertaining for himself the qualifications of a teacher?"

"Oh yes! at least I had as lief have Bill Bunker's judgment of a man who applied for the school, as any other in the district; and yet he is the only man in the whole district, I believe, but what can read and write."

"Your school committee not able to read and write?

"Not a word, and still he does more business than any man in this neighborhood. Why, you see he keeps a sort of store, sells to A., B., and

C., and charges in a book after a fashion of his own; and I would as soon trust his book-keeping as any body's; though, to be sure, he has got into a jumble, I hear, about some charges to a neighbor at the other end of the town, and they are having a court about it, to-day, at Bunker's store, I understand.

Reader, allow me to usher you at once into Captain Bill Bunker's store. The only chair and table in the room were occupied by the Justice, the rest of the company sat around on what they could find. On the left of the Justice sat the defendant, whose composed looks and occasional knowing smile seemed to indicate confidence in the strength of his defence, and the possession of some secret advantage.

On the other hand sat Bunker, the plaintiff. He was a remarkably stout, hardy looking man, and although his features were extremely rough and swarthy, yet he had an open, honest and very intelligent face. The parties were now called and sworn, when Bunker, unlike a lawyer, proceeded at once to the merits of his case. He produced and spread open his account book, and then went on to show his manner of charging, which was wholly by pictures, drawing his debtor at the top of the page with some particulars of his person or calling. In the present case, the debtor, who was a cooper, was designated by the rude picture of a man in the act of hooping a barrel, and the article charged, there being but one item, was represented by a shaded circular figure, which the plaintiff said was intended for a cheese that had been sold the defendant some years before.

"Now, Mr. Justice, said Bunker, now, the article here charged, the man had. I will and do swear to it; for here it is in black and white. And I having demanded my pay, and he having not only refused it, but denied ever buying the article in question, I have brought this suit to secure my just due. And now I wish to see if he will get up here in court and deny the charge under oath. If he will, let him, but the Lord have mercy on his soul!"

"Well, sir," replied the defendant promptly, "I here under oath swear, that I never bought or had a cheese of you in my life."

"Under the oath of God you declare it, do you?" sharply asked Bunker.

"I do, sir," firmly answered the other.

"Well, well! I would not have believed a man in all the town would have dared to do that."

Here the Justice interfered, declaring the plaintiff's account book entitled to credit, unless the defendant could produce rebutting testimony.

Whereupon, two of defendant's neighbors testified that he had not only made a sufficient supply of cheese for his family, but during the year of the alleged purchase, actually sold a considerable quantity of the article.

This evidence, seemed to settle the question in the mind of the Justice, and he now soon announced that he felt bound to give judgment in favor of defendant for his costs.

"Judged and sworn out of the whole of it, as I am a sinner! Yes, fairly sworn out of it, and saddled with a bill of costs to boot! But I can pay it, so reckon it up Mr. Justice, and we will have it all squared on the spot. And, on the whole, I am not sure but a dollar or two is well spent in finding out a fellow to be a scoundrel who has been passing himself off for an honest man."

"Now, Bill Bunker," said the defendant, "you have flung out a good deal of stuff here, and I have bore it all without getting riled a hair, but now it's all fixed and settled, I am going just to convince you that I am not quite the one as has sworn to a perjury in this ere business."

"Well we will see," rejoined Bunker.

"Yes we will see," replied the defendant resolutely, "we will see if we can't make you eat your own words. But I want first to tell you where you missed it. When you dunned me, Bunker, for the pay for a cheese, and I said I never had one of you, you went off a little too quick; you called me a liar before giving me a chance to say another word. I then thought I would let you take your own course till you took that name back. If you had held on a minute, without breaking out so upon me, I should have told you all how it was, and you would have got your pay on the spot; but—

"Pay!" fiercely interrupted Bunker, "then you admit you had the cheese, do you?"

No sir, I admit no sich thing," quickly rejoined the former, "for I still say I never had a cheese of you in the world, but I *did* have a small grindstone of you at the time and at just the price you have charged for your supposed cheese, and here is your money sir. Now Bunker what do you say to that?"

"Grindstone—cheese—cheese—grindstone, I must think this matter over again. Grindstone—cheese—cheese—grindstone. Ah, I have it; but may God forgive me for what I have done. It *was* a grindstone, but I forgot to make a hole in the middle for the crank!"

This upshot of the law suit was satisfactory to all concerned, and the neighborhood had something to talk about for the rest of the season.

SORROW.—Sorrow is the night of the mind. What would be a day without its night? The day reveals one sun only; and night brings to light the whole of the universe. The analogy is complete. Sorrow is the firmament of thought and the school of intelligence.

WHAT IS TRUE EDUCATION?

Hugh Miller, the well known geologist, who died lately in Scotland, was a prominent instance of what true education does for a man. We say true education, because though he had never studied in a college, Hugh Miller was educated in he highest sense of the term. In other words, not only was his mind thoroughly disciplined, but whatever he learned at all he completetely assimilated, so that it became his own. His career shows what energy, perseverence and industry can do for a man born under the most unfavorable circumstances; for though originally but a poor lad, though only a journeyman stone mason till after his majority, he rose to be one of the most prominent men of Great Britain—a writer of acknowledged ability, and the leading editor of a principal party in Scotland. In his "Autobiography," published a few years since, he has left a narrative of his boyhood, which is worth almost its weight in gold to young men about beginning in life. Had he written nothing else, he would have left in that work an invaluable legacy to his race.

For, nowhere, not even in the autobiography of Franklin, s the great truth so forcibly illustrated that all men who have become eminent, owe their success less to schoolmasters than to themselves. It is self-discipline, after all, that wins the battle. There were thousands of youth, cotemporary with the boy, Hugh Miller, enjoying every advantage of education, and many of them possessed of no inconsiderable ability, who never figure in after life, while the poor lad, whose principal teacher was nature, who possessed no book but a Bible, and who consumed some of his best years in cutting stone, rose to become famous in letters and science. This distinction he achieved by omitting no opportunity of acquiring knowledge. It was while quarrying stone in a wild district, for example, that he made the world-renowned geological discovery which upset the brilliant but delusive theories of the famous "Vestiges of Creation," and achieved his reputation. His fellow-workmen enjoyed the same opportunity of winning this great distinction, but they let the fossil fish, which settled the problem, pass unnoticed; and so they died, or will die, unknown stonemasons, laboring at half a dollar a day, while the decease of their companion fills two continents with grief.

Another thing is proved by the career of Hugh Miller. It is that is better to master a few books, than to read carelessly a dozen libraries or more. To be plain, study is valuable not merely for the facts it gives a man, but for the habit of thinking it imparts. He who voraciously swallows volumes upon volumes never gives himself time to digest his intellectual food.

He becomes, consequently, a mere smatterer. He understands no principles. Learned as he thinks himself, he is without knowledge. He is really worse educated than the man who has read but few books, provided those books were good ones, and have been thoroughly assimilated. Hugh Miller never left a book till he had made it completely his own. What Hugh Miller did, every man who would become great in literature has but to do, whether born poor, like Miller, or bred up with every advantage of schools and colleges. Men who wish to be really educated must study for themselves. The hill of knowledge cannot be climbed by deputy. Hence the difference in securing an education between the rich man's son and the poor man's, is less than is generally supposed. In truth, the self-reliance which limited circumstances give to a lad, may almost be considered to balance the advantages which fortune bestows. It is a striking fact in confirmation of this, that most of our great men have been poor. Young men should think of this.—*New York Teacher.*

From the Connecticut Common School Journal.

GOOD HITS WELL GIVEN.

(Though the following seems to be a familiar epistle from friend to friend, we are sure it will be perused with interest and pleasure by many of our readers, and we trust the very timely hits and hints contained in it may prove serviceable. We hope to hear again and often from "Eusta."—*Ed.*

EASY CHAIR, Sept.

BELOVED A.:—Again I am seated, pen in hand, for another of those off-hand epistles which your successful importunity made me pledge.

Yet do not attempt to draw me into a promise of a weekly note, for you must not forget that both of us have weekly duties which these pastime missiles must not interrupt. Though instruction shall always be my aim, yet you will remember that entertainment was my first desire. I am to find in these occasional missives, the relaxation which severer duties necessitate, and they intend only, as a cheerful face, to light up that else over serious and thoughtful study of my very dear young friend.

The agreeable, rather than the useful, and possibly with as much philosophy, the useful, because the agreeable must constitute our staple, and whenever the pleasure to you falls short of the profit, it will be equally useful to me, and acceptable to you, to come to a full stop.

But to our theme. You will readily recall that criticism in the noble Epistle to the Pisos. "PROFESSUS GRANDIA TURGET," from the playful

half-hour which we, one evening last winter, spent over its many illustrations.

With a new distinctness, has the principle been again and again exhibited even in this little city of ours since that time; and I am quite certain these exhibitions may entertain without fatiguing you.

How true is it that he who is ever with a great promise on his tongue, has small performance in his hand.

And should it not be so? does not the emptiest barrel ever give the fullest sound; and is not the noisest, most likely to be the shallowest and most compressed stream?

Just about the time you left us, our bell summoned me from my study. A stranger with a French name, preceeded by that abused title, "Professor," which almost any beardless under-graduate of this day can sport, was already to receive me. With a most comme-ilfaut "bon jour, monsieur," he made me, even in my own little parlor, quite at home; and proceded, in right French style, to recommend himself as a teacher of the French language, on a' new, and, indeed, the only philosophical plan. He had long—the nineteen summers' youth—been tired of the old way of teaching; and after much pains-taking had matured a better, a most beautiful plan, of unfolding the true idea of the language, and so of introducing the pupil, immediately, to all its peculiarities. On his plan the old difficulties of pronunciation, the difficulties of idioms, the difficulties of the conjugations, and, indeed, nearly all the difficulties pertaining to the old ways of murdering, instead of learning the French, were, confessedly, removed. Many old teachers had assured him so.

In his new mode of teaching he would confidently engage in four lessons, of an hour each, to impart more knowledge of the language to a beginner of ordinary quickness, than he could learn in six months by the old methods. Indeed, his pupil would only need his presence for a single course of four lessons, since in that time he would be enabled to perfect himself in the use of this indispensable language. Thus rattled on my young stranger friend. Beautiful Professor! "professus grandia," I could but inwardly articulate.

After a very brief discussion, in which our youthful professor succeded only in proving that two entire years of residence in our country—two years of reading and speaking our language, had not yet sufficed to give him an intelligible use of its pronunciation or structure, he, less professingly than when he entered, made his exit.

Scrarcely had our French stranger left the place, when one morning in our news office, my eye fell upon a small pamphlet, on whose clean, bright yellow cover was this "professus grandia" title, "French in six easy

lessons." Admirable, beautiful? for one ninepence and "six easy lessons," any one could now make himself master of the French!

Side by side with this marvel in lierature, was yet another, in all save one word in its title, equal to it, "Spanish in six easy lessons." Not a month passed, before, in the same style of type and cover, you could have bought for twenty-five cents and twelve easy lessons, all the sweet euphony of the Italian, and all the solid learning of the German tongues. And so, I suppose, it is going on until every language, ancient and modern, will be served up to us in a very nice little book, with a very pretty yellow cover, for the very convenient little sum of twelve and a half cents

And do but see, my dear A., what dunces we who begin to be gray with hard study, have all along been. How many weeks and months the most facile of us have been in getting a mere nimepence worth of learning out of a mere baby-book. Be assured, we live in an age which promises better things, No Leibnitz, henceforth will vex his ponderous brains over "universal characters," for a vehicle of lingual lore. A little yellow book and twelve and a half cents will do all that work better.

But will not, after all, this great promise sadly fail in the performance? I have not yet heard of an accomplished French scholar graduated by the four-hour teacher. I have met and conversed with several, whom the six easy lessons and ninepence had not made at all familiar with Italian, or Spanish, or French.

But I must add another illustration of my too fruitful theme. Scarcely had our Frenchman gone off, with his wonderful secret still in his own head, before an agreeable gentleman from a neighboring city called to exhibit some specimens of his drawing talents. Away for a few days from his arduous professional duties at home, he would like to make known to me his new and most expeditious mode of drawing. If he could get a small class, and it would be all the better if they had never used the pencil, since all other modes of manipulating were erroneous and fruitful only of mischief, he would promise, in a course of twelve lessons, in two weeks, to make them masters of his peculiar style. Without further inclination and with no additional cost, save the expense of his series of Text-books which developed the idea of his style, they could thenceforward perfect themselves. And what was of still higher consequence, every member of the class would secure a most desirable style of penmanship from the lessons.

Here, then, was a rare chance. Every gentleman and lady in the city could, in two weeks, become a master of the pen, and, in promise, of the pencil too. One hour a day for two weeks AND two paltry dollars, would

enable any boy or girl of ordinary talents to put Massey and Tomkins and even Peter Bayles himself to the blush. Hogarth and whatever other master the past had produced, would henceforth have to yield their faded, because false, palms.

Well, we tried our new and well commended teacher. Dozens of our best and most skillful handlers of the pen and pencil, as well as many never yet hurt by the trial, gathered about him. With great zeal, nay, with an almost boundless enthusiasm, they, in season and out, plied their pencils in his cause. They had large faith. They worked with good heart. They laid hold on the grand promise. They were satisfied, and so was he. Six hours, the first, had inspired them with immeasurable hopes.

Two weeks wore away. A flagging we had noticed during the second. On Saturday afternoon, the second and last of the course, when they had paid the two dollars, each of the forty-five pupils, had also learned what their teacher now knew, as well, that the errors and false habits of years do not give way to the most determined efforts of as many hours, and that no untrained child is wrought into a skilful worker by any training which can be achieved in twelve hours.

And what was most provoking of all, we found to be the utter ignorance of his art, of the really showy and certainly "taking" teacher himself. Excepting a half a dozen flourishes which, by dint of repetitions numberless, he had mastered with the pen, and a few small pieces, which with the aid of a foreign pencil had been sketched, the sorry professor had no witness whatever to talent or to attainment. An original landscape of your own fair lawns executed by his pencil without the touches of another's hand, would require labeling even for your own eye which knows them so well.

But I must leave midway in my theme, these illustrations. Others, many and varied, crowd upon my notice, a few of which, with such spontaneous fancies as they may suggest, may make the staple of another attempt. Meanwhile, is it not supremely mean to promise so much, and after all our trial, to do so little.

For a while, beloved, adieu.

EUSTA.

GOOD BOOKS.—La Bruyere says: "When a person of feeling and refinement reads a book, and it excites in him elevated thoughts, he may be sure the work is good, and he needs no other mode of proving it."

From the R. I. Schoolmaster.

NOTES OF A LESSON IN NATURAL HISTORY.

CHILDREN BETWEEN THE AGES OF 7 AND 9.

As I was passing down a lane not far from this school, the other day, I saw something lying in the road that I first thought was a dog. Well I walked towards this thing that was lying in the road, and when I came near it, it got up and walked towards me, and then I saw that it had horns, and then I knew that it was not a *dog*, for dogs do not have *horns*. So I looked at it, and saw that it was not quite so big as a sheep, that it had two horns curling backwards, and underneath its chin there was some hair like a beard; and then I said "this is a *goat*."

If the children do not give it now, I should refer to some more characteristics: its fearlessness, liveliness, etc.,

Where shall we find the goat? *In the lane.*

Yes! but all goats do not live *in the lanes.*

Then where shall we find them? *No Ans.*

If we go into the green fields, what animals do we find most of? *Sheep.* Now what do we get from sheep? *Meat.* Yes! and we get meat also from the *goat.*

Why, then, do we see so many sheep and so few goats? *No Ans.*

If I were to put some bread and potatoes before you when you were hungry, which would you take for food? *Bread.* Why would you take this? *Because it is better food.* Yes! and when we go into fields where food is grown for us, we find most of them *corn fields.* Yes! there are more corn fields than *potato fields.* Why? *Because the corn provides us with food.* And just now we said, with us there are more sheep than goats; can any boy find the reason. *Because the sheep provides us with better food.*

Then where may we look for the goat?

Where there are not many sheep.

Where shall that be?

What kind of food does the sheep like? *Nice grass.*

Yes! and to be nice grass there must be *good ground.*

Now what kind of ground is not good for grass to grow in? *Stony.*

Yes! and when this stony ground goes high up almost to the clouds, we call it—*a mountain.*

Then it is on—*mountains* that we shall find—*the goat.*

Now we will forget that we are here at school, and go to one of these *mountains.*

You see it rises gently at first, and we can go up it easily, but soon it gets steeper, and steeper, and we have to use strong sticks to *help us up*, and then we look down and see the people below walking about like little dots, and then we look up and see what great height this mountain is, and then a long way up we see something jumping about from rock t o rock, running about without the aid of any—*sticks*, and yet it goes a great deal faster up there than you or I could do, even on level ground; and look! see that one, it is on a ledge no wider than my hand. I should think it would fall over.

If you or I were placed there, we should fall over and be dashed to pieces. But still it keeps on, and see that jump it just now made about the height of this room. How is this? It can do all this while we are obliged to go very slowly, and use large—*sticks* to keep us from—*falling.*

To illustrate this I should take a penny and show that if the edge be notched, it will stick even to the wall. Then draw attention to the goat's hoofs; they are notched, so that it can lay hold of the gronnd with great firmness, and yet never fall.

Draw attention to the fact that if placed on smooth ice he instantly falls, but if the slightest roughness occurs, he bounds along with great speed.

We will now follow the goat home. He has been—*jumping about*, snapping up the little grass he finds, and now he goes—*home*, and we see him lay himself down and begin chewing, and yet we don't see any food near him. Where does he get it from? When he was on the mountain he was so quick that he didn't stop—*to chew it*, but swallowed it as—*he picked it.* Rather strange, If you swallowed a tart when you are at school, could you, when you got home, call it back and chew it? Then how can the goat? *No answer.*

If you are going along the fields on a very hot day, and you have an orange in your hand; when you are hot and tired you feel as if you would —*like to eat the orange.* But then supposing you have a long journey to go, you say "I shall be tired—*again by and by*, and then I should like another orange." But then you have not got another orange, so you say "I will keep part of *this.*" Then you only eat part of this—*orange*, and put the other part—*in your pocket.* So does the goat. But where is his pocket? It is not—*outside*, then it must be—*inside*, and here he puts all the food he gets on the mountains and when he takes it out and eats it

this is called—*chewing the cud*; other animals chew the cud—cows, sheep, etc. Look at the feet of these. What do we notice about them? That they are—*cloven*; that is—*in two pieces*. Then when you see an animal's foot in two pieces, you may be sure that—*it chews the cud*.

Refer to the places where it is found. What do we say was not found there? *The sheep*. And instead of the sheep we have the—*goat*. Then the goat supplies the place of the—*sheep*.

It also gives us milk and thus supplies the place of the—*cow*.

Its skin is made into a thin kind of leather, called after the young—*kid;* but it provides also nice warm beds for those men who look after them.

RECAPITULATION.—Where do we find the goat? *In mountainous districts*. What does his food consist of? *Grass*. How is it he can climb so well after the grass? *Because his hoofs are notched*. What does it do when it gets home? *Chews the cud*. What is the mark of all animals that do this? The *cloven foot*. What does it provide the people that take care of it with? *Milk*. Some use it after it is killed? *Food and leather*.

STORIES FOR THE YOUTH.

PEACE-MAKING JOHN.

Nearly sixty years ago a little boy lived at the west end of London whose name was John F——.

A merry little fellow he was, and a great favorite with his brothers and sisters, and with their large circle of playfellows, as well he might be, on account of the extraordinary sweetness of his disposition. His temper was so gentle and obliging, that he was never known to do or say an unkind thing to any one. As to quarreling with him, it was impossible; neither could he bear to see others quarrel: and it was from the pains he took to prevent disputes that he gained the title of "Peace-making John." Whenever any of his companions were disposed to fall out, John would at once mediate between them, taking a hand, perhaps, of each, and saying: "Come now, don't quarrel; its such a pity! you must'nt quarrel. Now do make it up! do shake hands! it's so much better," &c. He would not desist from his affectionate entreaties till he had gained his point; and as soon as he saw them friends again, he would pat them on the shoulder, his eyes beaming with joy, exclaiming: there, now: there's a good boy,

there's a good girl!" So the little ones soon got to know that they must agree with each other when John was of the party. And sometimes one or another of them would go home and say: "Oh! there was just going to be a quarrel, but peace-making John F—— was there, and he soon put a stop to it." His character stood so high in other respects, that one of the little girls was accustomed to describe any good boy she happened to know by comparing him with Johnny. "Oh!" she would say, "he's a very nice boy; he's almost as good as John F——."

But years soon rolled away, and that joyous group was scattered, and the boys and girls who composed it grew up to be men and women; the sweetest girl among them became the wife of the happy John. The same gentleness which obtained for him that beautiful surname in his childhood, has distinguished him through life. He has always been as anxious to do good and prevent evil, as he was in his boyish days. He will not pass by a snail or a worm that may be in danger, without removing it to a place of safety; or even a piece of orange-peel without pushing it out of the way. And although he is no longer known by the appellation which his little friends gave him, it continues as appropriate as ever. It grieves him exceedingly to hear of suffering of any kind, but especially of that suffering which men bring upon themselves by war. He is often heard to remark, "That if all mankind were like him, there would be no wars, no fightings, no divisions: I'm a man of peace, and I would have them all live in love and harmony." You cannot wonder, dear children, that John is much beloved by all who know him; and, what is far better, that he experiences the fulfillment of that Divine promise: "Blessed are the peace-makers, for they shall be called the children of God."

And now I want every boy and girl who may read this, to try and imitate John. Let each little reader be the peacemaker in his own family, and let all try and avoid disputes at school. I need not tell you that this would make you all much happier, and would spare you many an uncomfortable sensation of regret. For, as John every now and then quietly observes, when he sees those around him appear irritated:

> "Can warmth intemperate leave behind
> A virtuous feeling?—No!"

M. H. P.

—*Burritt's Leaflets.*

Education of Children.—If we complain that with our best endeavors, our efforts for the education of our children fail in many ways, and that our most beautiful hopes disappoint us; if the youth complains that he en-

joys so little of the most beautiful time of life, and that he ever feels burdened by hard fetters; if we complain that the child hastens to become a boy, and the boy a man; that in this haste many a beautiful soul overtasks itself, and so society receives only indifferent, useless and exhausted laborers; these are the fruits of a vain anxiety for the future. Let us not anticipate the order of nature. Let us understand that we can work best for the future by doing each day, at each period, that which, without regard to a later time, is the best and most beneficial. If we think less of what our children, as boys and men, are to become, than what, as children, they should be, if we only seek for them, and to develop in them, that which will make their childish life beautiful, and, in its way, perfect; if, with our love, we accompany rather than force the development of human nature, then the instructions we impart to our children, the wise guidance we are able to give them, will procure for them the best places in life, and, without our care, will provide best for the future.—*Schleiermacher.*

For the Journal of Education.

ANOTHER LETTER TO LITTLE FOLKS.

My Dear Young Friends:—I suppose you go to school every day. When you go into the school house to-morrow morning, please go very still and listen as you go. If you will pay close attention you may hear words like these coming from *the floor*, "Remember the scraper and the mat my little friend." "Do not soil me with your muddy shoes, nor insult me by spitting in my face." As you go to your *seat* it will say very pleasantly, "Sit still and I will hold you." Your *desk* too may be heard saying, "Don't lean your sleepy head on me," "Be careful not to cut or scratch my face," "Keep me ever smooth and clean, and I'll show you at all times your happy face." "Do not cram me with your books but feed me slowly and carefully, that my food may be properly digested, and then I shall always be pleasant to you."

The *stoves* will give you a *warm* welcome—"Come little folks, but do not crowd each other. We love those who have warm hearts and are kind to each other." The *walls* will beg you not to allow their ears to be shocked with profanity and obscenity, but will gladly echo words of kindness and love. *The Windows* call to you "Do not break our hearts by rude assaults, but keep us ever whole and clean, and we will lighten you in your pathway up the Hill of science." If you are at school in good season, *the door* will sing you a sweet song when it opens, but if you are late without a *good excuse*, it will creak on its hinges and cry out "Woe to the lazy." Good bye till January. Platteville, December, 1857.

CHILDISH WISDOM.

BY JAS. W. WARD.

"*The earth hath He given to the children of men.*"

'Twas the hour of prayer, and the farmer stood,
With a thankful heart, and a lowly mind,
And prayed to the Author of every good,
That the father of all would be very kind,
And bless his creatures with raiment and food;
That the blessing each day might be renewed,
That every want might find relief,
And plenty for hunger, joy for grief,
Be measured out, by the merciful One,
To all who suffered beneath the sun.

The prayer concluded, the godly man
Went forth in peace to inspect his farm;
And by his side delighted ran,
Glowing with every healthful charm,
His little son a sprightly boy,
Whose home was love, and whose life was joy;
And they rambled over the golden fields,
And the father said, "The harvest yields
A plentiful crop, my son, this year,
My barns are too small for the grain, I fear."

And they wandered on through row upon row
Of plumy leaves, and at length the child,
With earnest look, and a rosy glow
On his shining cheek, looked up and smiled,
And said. "My father, do you not pray
For the poor and needy, day by day,
That God, the good, would the hungry feed?"
"I do, my son." "Well, I think, as you plead"—
His eye waxed bright, for his soul shone through it—
That God, if he had *your* wheat, would do it."

Antiquities,		F. Ullmann.
Music,		
Moral Science,	Teacher.	J. G. McMynn,
Singing,		

Afternoon.—

Singing.	
Oration—The Panic.	R. A. Campbell.
Essay—Forgiveness and Forbearance.	Lucy A. Cather.
Essay—Mental Improvement.	C. A. Sinclair.
Music.	
Oration—Love of Liberty our Safety.	E. W. Schwefel.
Essay—As the Schools, so the Nation.	Julia G. Wheldon.
Essay—Nursery Rhymes Prophetical.	E. S. Butterfield.
Music.	
Oration—The Reformation.	H. G. Billings.
Essay—Westward.	A, J. Russell.
Essay—Science the Handmaid of Religion.	Anna Byrne.
Music.	
Oration—Educate the People,	William H. Myrick.
Essay—More Beyond,	Marion F. Clark.
Music.	
Valedictory—Effort the Cause, Progress the Effect.	Angelina W. Wells.
Diplomas awarded.	
Singing.	

Mrs. Sheldon's class in Physiology was first examined by written questions which were placed in the hands of the pupils after they had taken their places on the rostrum, after which at the request of the Principal they were cross examined by Dr. ———. Great praise is due both teacher and pupils for the proficiency displayed in this too-much-neglected, but highly interesting and useful department of knowledge.

Mrs. McMynn's class in Geometry sustained the best examination we have ever witnessed. It extended through the 3d, 4th, 5th, and 6th books of Legendre and was characterized by promptness and clearness of statement, simplicity and definiteness of demonstration and showed a complete mastery of the principles involved and a full appreciation of the beauties of this noble science. After the demonstration of the propositions assigned by the teacher, several propositions selected by Mr. Winslow, were demonstrated by the class in a superior manner without hesitation or mistake.

The class in moral science showed that they had learned to think and reason for themselves, and they discussed the various topics assigned them in such a manner as proved their intimate acquaintance with the subject and interested all who heard them. A series of questions proposed by Rev. Mr. M. Kinney for the purpose of making a practical application of the principles of the science elicited very close and discriminating replies embodied in choice and concise style and diction.

But interesting as were the morning exercises, those in the afternoon called together the largest audience ever seen in a Racine school room. Long before the

time set for commencing crowds of people might be seen wending their way to the school house, and they continued to flow in till every aisle and corner was jammed full of intelligent men and women eager to see and hear. Many were obliged to go away being unable to effect an entrance. It was computed that there were between three and four hundred persons present, besides the pupils. It was impossible to accommodate all, though the pupils gave up their seats, and the areas and aisles were filled with benches and chairs, yet so interesting were the exercises, so completely was the attention of all arrested and fixed by the manifestations of scholarship, of mental, moral and heart culture exhibited by those taking part in the exercises, that no one became weary or wished the proceedings to be brought to a close.

The Orations and Essays were of a high order, were characterized by earnestness vigor and a genuine patriotism, recognizing the true nature of our institutions, their value, and the obligations of the citizen to cherish and maintain them, evincing a breadth and depth of thought rarely found in the efforts of those older and more experienced, and justifying the hopes and expectations of the friends of our noble system of Free Schools.

We give the closing portion of the valedictory:

* * * * * * * * *

Life is a series of efforts—not isolated and single, but each involved and modified by the preceding. There are, however, points in our brief existence, when it seems most befitting to pause and contemplate some individual passage in the history of our efforts.

To the student, the close of his school life is emphatically such a point. It presses itself as such, almost to the exclusion of all beyond; so new and so overwhelming is the thought that his advancement, hereafter, is to be the result of his own unassisted efforts. Hitherto he may scarcely have realized, or appreciated but in part, the influences to which much of his success has been attributable. Bnt when this point is gained, he is brought to a stand where his past and future face each other in striking contrast.

To that day—to that hour, dear friends, have we come. We come, too, in the conciousness of a strength we have been encouraged both by precept and example to acquire and use. But we cannot and we *would* not pass this point in our experience without erecting here an altar whereon to offer no idle words or simpering formalities, meaningless, cold and forced. But the simple utterances that will not be repressed, we pray you to gather up and deposit in an "ark of Testimony" for us.

We will not disguise the honest pride we cherish in the fact that the High School of this city has first among the cities of this State, presented a class to receive its highest honors.

We should consider ourselves unworthy of our relation to the Public School if we failed to testify our sense of the honor its awards confer on us, all undeserving that we may be.

Our thanks are due to the untiring efforts and wise direction of the Board of

Education. Very dear to us, are those who in their official relations to the school have been frequently present with us and have added much to stimulate exertion, and encourage hope.

It only remains to us to verify our estimation of our great privileges, by the efforts we may hereafter feel ourselves pledged to make to sustain and extend these genial influences over any community where our future may be cast. Thus is it the principal glory of the munificent provision of the State for the education of those to whom it trusts the keeping of its citadel in future, that like the sun-light of Heaven it sheds its glorious beams on all its sons and daughters alike.

To the stern and unflinching moral principle that has pervaded the atmosphere whence we have drawn our intellectual and moral strength, we owe much that fills our hearts with gratitude; and it is a duty to the Faculty of this Institution as it is a pleasure to ourselves, to state our convictions that our claim to purity in the moral influences surrounding us within these loved and honored walls, has been protected and preserved to us, *not* by a tyranical system of arbitrary and isolated edicts, but by an uncompromising warfare against evils that everywhere beset the students' pathway; and too often turn aside unwary feet. Whether a positive and elevated standard of morality, of *school morality* can be maintained without occasional misconstructions from the disaffected, the malevolent, or the designing, this enlightened community, have had, and *still have* the means of deciding, and it may be safely trusted to their verdict and the revelations of the future.

That we have been taught to respect every where and at all times the majesty of Truth, and to bow to its decisions, without fear or favor, furnishes the solid basis for the gratitude we now and ever *shall* cherish for our Principal.

Nor can we suppress our warmest expressions of regard for her who, in character of Instructess and friend, has not only, by her uniform kindness, won to herself all our hearts, but by her gentle dignity of manner has done so much to make our intercourse cordial without undue familiarity. May no teacher of ours, present or absent, have cause to feel us ungrateful or unworthy.

Long may be preserved to this school its present Faculty, its prosperity, its discipline, and from time to time under its auspices may there be trained and sent forth classes equally faithful to its interests and more worthy of its honors.

The address to the graduating class by the Principal on presenting the diplomas, though brief, was a manly and forcible expression of the feelings of a christian gentleman and scholar, on parting from tuose whom he had been guiding in the paths of virtue and knowledge.

Short and appropriate addresses were made by the Hon. C. S. Chase, President of the Board of Education, Rev. O. Stearns, Superintendent of Schools, and Rev. M. P. Kinney, Ex-Superintendent, when the audience were dismissed and retired —filled with grateful emotions—to their homes.

We have been thus particular in presenting the most important features of this very interesting occasion, because it marks an epoch in the history of our common schools and shows what may be done by the united efforts of school officers and

teachers to give character and completeness to the instruction furnished by the State to the children of her people.

Much praise is due the citizens of Racine for their liberality in building costly and commodious school houses and furnishing them with all the means and appliances necessary to aid the teacher in the prosecution of his work. Much is also due the school Board and the Superintendent for providing trained and accomplished teachers to take charge of the children, and for the cordial and hearty support which they have given them in every well directed and proper effort to improve the scholars over whom they were placed,—and finally, the teachers are worthy of special commendation for the faithfulness and zeal manifested by them in the performance of the arduous duties of their station, for their sympathy and co-operation with the Principal in those labors which have systematized the schools of Racine and given her an honorable name throughout the State.

OUR EXCHANGES.

Since our connection with the Journal we have not had time to properly notice our numerous exchanges, and now that we have sat down to attempt it, we shall be obliged to omit all published west of the Hudson, until next month.

We commence with

BARNARD'S AMERICAN JOURNAL OF EDUCATION.

This is the best of Educational Journals, and is devoted to the elucidation of the theory and practice of teaching, the development of different systems of instruction, and biographies of distinguished educators. It is a storehouse from which the teacher may draw supplies for every emergency. Edited by Hon. Henry Barnard, L. L. D., and published quarte ly by F. C. Brownell, Hartford, Conn., at $3,00 a year.

THE CONNECTICUT COMMON SCHOOL JOURNAL.

A valuable monthly, just commencing its thirteenth year, edited by Charles Northend, author of the "Teacher and Parent," and published by F. C. Brownell, Hartford, Conn. We always find instruction in its pages, and are indebted to it for many valuable suggestions. Terms $1,00 a year.

THE RHODE ISLAND SCHOOL MASTER.

Wm. A. Mowry editor and publisher, Providence. The scope of this Journal is somewhat different from that of the others mentioned, inasmuch as it does not treat of the technicalities of the teachers profession, nor of education as confined to schools, but aims by a choice combination of literary and moral excellence to instruct the mind and heart of its readers, and fit them for the proper performance of life's duties. It is suited to every age and is a valuable and exceedingly interesting publication.

THE MASSACHUSETTS TEACHER.

We are not in the regular receipt of this Journal but have seen enough of it to know that it is worthy of the "Old Bay State," and will not disgrace even Massachusetts, famed as she is for able teachers and good schools.

FORRESTER'S BOYS AND GIRLS MAGAZINE.

Edited by Francis Forrester, Sen. Published by Binney & Rand, 36 Washington St. Boston. $1,00 a year in advance.

This as its name imports is a magazine for children, is well printed and beautifully illustrated, combining instruction and amusement, and characterized by a high moral tone.

SARGEANT'S SCHOOL MOTHLY.

Boston. Epes Sargeant. No. 1., Volume 1. A new enterprise, and if merit secures success this will certainly attain it, comprising as it does a choice compendium of prose and poetry, consisting of historical sketches, dialogues, pieces for declamation, and reading in schools, stories and anecdotes, the whole profusely illustrated and beautifully printed. Terms $1,00 a year.

THE STUDENT AND SCHOOLMATE.

A monthly reader for schools, edited by N. A. Calkins, associate editor W. T Adams. New York, Calkins & Stiles. Boston, James Robinson & Co. This well known magazine has just commenced its fifth volume, and is steadily increasing in attractiveness. It is what it pretends to be, a reader for schools, and far more worthy of a place in the hands of children learning to read, than many of the reading books in use. It consists of "articles in the natural Sciences, History, Biography, Travels, Stories, Poetry, Discoveries, pieces for declamation and school exhibitions, dialogues, with marks for emphasis, tones, inflections and gestures, besides a collection of puzzles, enigmas, charades, anecdotes, &c. Terms $1,00 a year.

ITEMS.

Rev. Robert Allyn has resigned the office of school Commissioner of Rhode Island, and accepted the chair of ancient languages in Ohio University.

Prof. Alpheus Crosby has accepted the appointment of Principal of the State Normal school, Salem, Massachusetts.

C. E. Hovey who has conducted the Illinois Teacher with marked ability for the past two years, makes his parting bow as Editor, in the December number. We learn that the State normal school of which he is principal is in a flourishing condition. The 2d term commences on the 4th inst., at Bloomington.

The Illinois Teacher has attained a circulation of 2000 copies.

Geo. B. Stone retires from his position as resident editor of the Indiana School Journal. Its circulation is nearly as great as that of the Illinois Teacher.

The winter term of Lawrence University commenced on the 17th ult. It is in a flourishing condition, and is doing a good work.

The annual meeting of the Illinois State Teachers Association was held at Decatur on the 28th, 29th, 30th, and 31st of December. There was a very large at endance and a great deal of interest manifested.

The following officers were elected for the ensuing year:

Preiident.—B. G. Roots of Tamaroa. *Editor of Illinois Teacher.*—Newton Bateman, Jacksonville. *State Agent.*—S. Wright, Franklin Grove. *Recording Secretary.*—J. F. Eberhart, of Dixon. *Com. of Arrangements.*—A. H. Fitch, A. W. Estabrook and Rev. Josiah Woods. *Com. of Finance.*—D. S. Wentworth, C. E. Hovey, and Dr. Cutchon.

The winter term of the Palmyra Union school commenced on the 6th inst., in the new school house. Mr. E. B. Gray, favorably known in this State for two years past as the energetic and gentlemanly general agent of A. S. Barnes &. Co., is Principal, Miss Boss, teacher in the intermediate, and Miss Williams in the primary department.

Much credit is due the citizens of Palmyra for the energy displayed in building a school house at a cost of nearly $4500 in these hard times.

BOOK NOTICES.

THE NATIONAL PRONOUNCING SPELLER.

THE NATIONAL FIRST READER.

THE NATIONAL SECOND READER.

THE NATIONAL THIRD READER.

THE NATIONAL FOURTH READER.

By Richard G. Parker and J. Madison Watson. New York, A. S. Barnes & Co.

A great fault of many of the reading books formerly in use, is a want of adaptation to the capacity of those for whom they are designed.

Many of our readers can remember the time when "Webster's spelling book" and the "English Reader" were the only books used in school to teach the art of reading, and no one needs to be told that the latter, though a choice collection of extracts from the English classics is entirely unfit to put into the hands of a child who is *learning* to read. The subject matter of the book is to a great extent entirely above the comprehension of a child, and requires maturity of judgement and a good store of general information to enable one to read it intelligently.

Now a first principle, a rule which should always be observed is this: No child should be permitted to read a lesson (as a vocal exercise) which he cannot fully comprehend. In other words he should understand his lesson in order to read it, and not read it in order to understand it.

Many of the reading books which took the place of the English reader in our schools are made up in a great measure of extracts from sermons, philosophical and scientific essays, parliamentary and congressional speeches, the ablest efforts of cultivated minds, and from the nature of the case, though models of style and

abounding in information, entirely unsuited to the capacities of children and unfit to be used to teach reading.

In most of our common schools from one eighth to one fourth of the time devoted to instruction is spent in reading, and yet it is a rare thing to find an easy, natural, unaffected reader, whose performance gives pleasure to the hearer and clearly presents the idea of the writer.

This is to be attributed partly to ignorance of the first principles of reading on the part of teachers, and partly to the character of the books which they have been obliged to use in teaching. Of late great improvements have been made in reading books and there are several series before the public measurably free from the defects which abounded in those in use in our school days.

The National series is worthy of a prominent place in the list of readers and will commend itself to all teachers who realize the value of a properly graded, well selected collection of lessons adapted to pupils of every degree of advancement, and rendered attractive by neat binding, large print, white paper and (in the first and second Nos.) beautiful illustrations.

The speller is arranged both for oral spelling and for dictation or writing exercises and seems to be well adapted to aid in teaching this most important branch of study.

THE LITTLE PILGRIM.

Edited by Grace Greenwood, published by Leander K. Lippincott, Philadelphia The name of the distinguished editress is a guaranty that the "Little Pilgrim" is such a visitor as parents will gladly welcome to their firesides as a companion and friend to their children. A careful examination of its pages has convinced us that lhe boys and girls of Wisconsin cannot do better than to subscribe for the "Little Pilgrim." For terms see 4th page of cover of Dec. No. of the Journal.

EMERY'S JOURNAL OF AGRICULTURE.

Published weekly by Emery & Co., No. 204 Lake St. Chicago, Ill. Vol. 1. No. 2. The increase of Agricultural papers in the West is an encouraging sign that there is felt on the part of the people an increased interest in the subject of which they treat. Still there are too many men living amongst us, farmers too, who do not believe that they can learn anything from an agricultural journal. To such we say in all kindness, you are mistaken my good friends. The fact is, no farmer can *afford* to do without an agricultural paper, it is a real necessity, if you wish to keep pace with your fellows in these progressive times. And it would be better for you to take two such papers than not to take any. We can confidently recommend the "Journal of Agriculture" to all who need such a paper.

THE WISCONSIN FARMER, for January appears with a new title page and is printed on new type, presenting a neat and clear face to its patrons on the commencement of the year. It is filled with interesting and useful matter, and is worthy of a place at every fireside in the State.

Read the advertisement on the next page.

WISCONSIN JOURNAL OF EDUCATION.

VOL. II. FEBRUARY, 1858. NO. 8.

SCHOOL FUND.

We give below so much of the Annual Report of the Secretary of State as relates to the School Fund. The amount to be appropriated the ensuing year to each scholar over 4 and under 20 years of age, will exceed the sum appropriated last year between 20 and 30cents.—[Ed.]

III.—THE SCHOOL FUND.

The proceeds arising from the sale of school lands, seventy-five per cent. of the nett proceeds of the lands granted by act of Congress of the 28th September, 1850, and the proceeds of the sale of lands selected in lieu thereof, together with the five per centum of the nett proceeds of the sale of Government lands, to which the State is entitled, the five per cent. penalty as forfeiture for the non-payment of interest when due upon school land certificates and loans from the School Fund. and the clear proceeds of all fines collected in the several counties, for the breach of any of the penal laws of the State, are set apart to constitute the School Fund,—this Fund being subject only to certain expenses, for advertising and selling lands, and necessary books and blanks for conducting the transactions therein.

This fund, at the date of the last report from this office, had been overpaid,		$1,021 65
Receipts,	$84,216 08	
Disbursements,		312,816 38
Overpayments,	229,121 95	
	313,338 03	313,338 03

Overpayments brought down,		229,121 95
Transfer from Swamp Land Fund,	271,177 95	
Balance on hand,		42,055 69
	$271,177 64	271,177 64

The records and books of this office exhibit the following to be the present condition of the School Fund:

Balance on hand as above,	$42,055 69
Amount due on certificates of sale,	1,787,988 14
Amount due on loans,	667,998 20
Amount due on swamp land certificates, ($856,746 00,) less 25 per cent. for draining,	642,559 50
	$3,090,506 53

The principal, or capital of the School Fund, excepting the balance in the treasury, is productive, drawing interest at the rate of 7 per cent. payable before the 5th day of March, in each year.

This interest constitutes—

IV.—THE SCHOOL FUND INCOME.

Which is annually apportioned by the State Superintendent, to the several towns in the State, for the use of Common Schools, and drawn from the treasury, through the treasurer of the proper county.

On account of the Income of the School Fund, during the year there has been received,	$156,621 17	
Balance January 1st,	16,350 97	
Disbursements during the year,		$162,225 53
Balance now on hand,		10,746 61
	$172,972 14	$172,972 14

The principal of the School Fund, as above shown, drawing interest, is as follows:

Amount due on certificate,	$2,380,547 64
Amount due on loans,	667,998 20
	$3,048,540 84
The interest upon this sum for one year, at 7 per cent., is	$213,307 86
To which add Swamp Land Income on hand,	22,719 51
Also School Fund Income as above,	10,746 61
Making a total of,	$246,868 98

This sum is the amount of School Fund Income subject to be appropriated for the support of Common Schools in March next, subject to a deduction of 25 per cent. of the income of the gross proceeds arising from the sale of Swamp and Overflowed Lands, apportioned by the act approved 7th March, (Chap. 82, General Laws,) 1857. It, however, will be in-

creased by interest on loans made, and sales of School and Swamp Lands, previous to the 1st of March.

V.—THE UNIVERSITY FUND.

This Fund is composed of the net proceeds of the sale of University Lands, and from the 5 per cent. penalty, as forfeiture for the non-payment of interest when due upon University Land Certificates and loans from the University Fund. The transactions in this Fund during the year ending on the 30th ultimo, are as follows, to wit:

Receipts during the year,	$4,263 63	
On hand January 1st,	11,896 80	
Disbursements,		$15,547 42
Balance,		613 01
	$16,160 43	$16,160 43

The records of the office exhibit the present condition of the University Fund, to be as follows:

Amount due on Certificates of sale,	$266,482 26
do Loans,	50,521 20
Balance in Treasury,	613 01
Total,	$317,566 47

This Fund, except the amount above stated as being in the treasury, is drawing interest at the rate of 7 per cent., payable before the 5th day of March in each year, which interest constitutes—

VI.—THE UNIVERSITY FUND INCOME.

This is annually applied toward defraying the current expenses of the State University, and is drawn from the State Treasury by the Treasurer of the Wisconsin University.

During the year the receipts on account of the Income of the University Fund, has been,	$20,150 85	
Balance January 1st,	1,084 29	
Disbursments during the year,		$21,595 53
Overpayments,	360 39	
	$21,595 53	$21,595 53

The principal of the University Fund as above shown, drawing interest is as follows:

Amount due on Certificates,	$265,482 26
do Loans,	50,521 20
Total,	$315,953 46
The interest upon this sum, for one year, at 7 per cent., is	$22,116 74
Less overpayments as above	360 39
Total,	$21,756 35

Loans and further sales will doubtless increase the Income to such an extent, that the amount to be apportioned in March next, will reach the sum of $22,000 00.

The whole number of children in the State between the ages of four and twenty, entitled to share in the common fund is 241,647, being an increase of 27,761 over the number reported for the previous year.

The number of pupils who have attended the public schools is 153,613.

The number of school districts and parts of districts reported is 4378 and the number of school-houses in the State, 2945. The average amount of monthly wages to male teachers was $24,60, and to female teachers $15,16.

The amount apportioned to schools in March, 1857, was 66 cents to each pupil. The apparent amount to be apportioned this year is about $230,000, which would be 95 cents to each pupil; but in view of the probable delay in payments to the funds, that average can not be fairly expected.—*Governor's Message.*

BAD SPELLING AND ITS CONSEQUENCES.

Some years ago a teacher presented himself as a candidate for the mastership of a school, of which the salary was fifteen hundred dollars. His qualifications were deemed satisfactory in all respects, *except in spelling.* On account of this deficiency he was rejected. See, now, what ignorance in this elementary branch cost him. In ten years his salary would have amounted to fifteen thousand dollars, throwing out of the calculation the increase which, by good investment, might have accrued from interest. Besides, the salary of the same school has since been advanced to two thousand dollars. But he might have remained in this position twice or three times ten years, as other teachers in the same place have done, and that large amount might, consequently, have been increased in proportion.

A gentleman of excellent reputation as a scholar was proposed to fill a professorship in one of our New England colleges, not many years since; but in his correspondence so much bad spelling was found, that his name was dropped, and an honorable position was lost by him. The corporation of the college concluded that, however high his qualifications as a professor might be in general literature, the orthography of his correspondence would not add much to the reputation of the institution.

A prominent manufacturer, in a neighboring town, received a business letter from an individual who had contracted to supply him with a large quantity of stock; but so badly was it spelled, and so illegible the pen-

manship, that the receiver found it nearly impossible to decipher the meaning. An immediate decision must be given in reply; and yet so obscure was the expression that it was impossible to determine what should be the answer. Delay would be sure to bring loss: a wrong decision would lead to a still more serious result. Perplexed with uncertainty, throwing down the letter, he declared that this should be the last business transaction between him and the writer of such an illiterate communication; "for," said he, "I am liable to lose more in this trade alone, than I can make in a lifetime of business with him."

A gentleman who had been a book-keeper some years, offered himself as a candidate for the office of secretary to an insurance company. Although a man of estimable character, possessed of many qualifications, he failed of being elected because he was in the habit of leaving words misspelled on his books. The position would require him to attend to a portion of the correspondence of the office, and it was thought incorrect spelling would not *insure* the company a very excellent reputation from their method of doing business, whatever amount might be transacted.

Inability to spell correctly exposes one to pecuniary loss. It is, moreover, an obstacle to an advancement to honorable station. Such instances as those recited above are satisfactory proofs; but that this defect in one's education is productive of mortification and mischief, is illustrated by the following actual occurrences:

A young teacher had received assistance from a friend in obtaining a school and wrote a letter overflowing with gratitude to his benefactor, but closed it thus: "Please *except* (accept?) my thanks for your kind favors in my behalf."

Another individual addressed his friend thus: "My dear cur" (sir?)

So, in the one case, the grateful emotions of a young man are nullified by a solitary perverse word; in the other, the writer unwittingly applies to his friend the epithet which the follower of Mahomet uses, when he would degrade his Christian neighbor to the lowest point his language will admit.

We were about to write a brief homily on the science of spelling as a coda to the foregoing, but for the present refrain, with the hope that a few cases like the foregoing will awaken attention to the importance of the subject, and we can expend our logic to better advantage hereafter.

In the mean time, we invite everybody to furnish facts, *veritable* facts, tending to the same point, the accumulation of which will carry with them a weight not easy to be resisted.—A. PARISH.—*Connecticut Common School Journal.*

"DON'T SPELL IT, BUT WRITE IT."

THERE is far more sense than most persons would at first suppose, in the remark of an Irish servant to her young mistress, whom she had employed to write a letter to her aunt Judy in Ireland. Matters went on very well in the preparation of the letter, until the superscription was to be put on it, when some doubts arose in the mind of the amanuensis as to the spelling of the name of the town to which it was to be sent. "Don't spell it at all, but write it, just," exclaimed Bridget.

It would be well if teachers would more frequently say to their pupils, "Don't spell it, but write it." As spelling is usually taught in schools where the oral method alone is practiced, "learning to spell" is vastly different from learning to write the words; hence it occurs that a pupil may be able to spell orally nine-tenths of the words that are pronounced to him from the ordinary lessons, yet when called upon to *write* those words in sentences, he will mis-spell one-half of them. If you are a teacher, and have doubts on this subject, try the experiment with your own pupils, and you may soon satisfy yourself that spelling by sound does not make good practical spellers.

We learn to spell that we may write words correctly, not to utter the letters and syllables orally; and to do this we need to train the eye more than the ear. How, then, should spelling be taught? In various ways; but chiefly by writing, as that is the manner in which spelling is used in the business of life; and thus may the eye be trained to guide the hand in the formation of words.

GRAMMAR.

SOMETIMES we are asked (and the inquiry is an interesting one) at what age children may be taught grammar. All such inquiries depend upon two other questions. First—What particular faculties of the mind does the subject appeal to? Secondly—At what age of the child do those faculties begin to develope themselves. The faculty of *observation* is the earliest in the order of development, and such subjects of instruction as excite and direct the power of observation, should be the first to which the attention of children should be introduced. On this account, *object lessons on natural history* may be given to infants even before the power of reading is attained. On this account also *geography* should be taught before *arithmetic* and *grammar*. To limit our observations to grammar

it should be borne in mind that it has not to do with the perceptive or observing powers so much as with the faculties of *abstraction*, *classification* and *induction*. It is important, therefore, to ascertain at what periods of child-life these faculties are beginning to be developed. Of course it is possible to override the question of mental science altogether, and to make lessons of grammar—what they too often are—lessons of mere memory, the understanding being left uncultivated and unfruitful. And, again, although grammar, for the right comprehension of its principles, requires the exercise of faculties higher in the order of development than perception, and so should be taught later than geography or natural history; yet there are portions of it that do not require these faculties, or at least may be simplified by a skillful use of the power of observation, and so be brought down to the level of younger children: To make our meaning clear, we may give very young children a clear notion of a *noun* by bidding them look about them for objects which they can see around them; and, as a reverse, a clear notion of an *adjective* may be mastered by pointing out the properties of that object. For example, the teacher takes a flower, which the child has named as an object he can see. The word *flower* is a *noun*. It is *white*, *beautiful*, *fair*, or whatever other properties the class may observe; for the co-operation of the whole class should be expected, and their attention by this means secured. *White*, *beautiful*, *fair*, *are adjectives*.

There are other particulars which the teacher should observe if he would make the subject of grammar intelligible to young children:

1. He should employ oral teaching before employing text-books. By this means he can not only dispose of difficulties which are foreseen, by simple and familiar illustrations, but also deal with others as they arise, and which books can not anticipate.

2. He should keep back every *rule until its necessity has first been felt.*

3. He should allow no rule to be committed to memory *until it has first passed through the understanding.*

4. He should use familiar metaphors where there is a difficulty in comprehending the definition of the harder parts of speech. Conjunctions may be called *hooks:* prepositions are *pointers* or *finger-posts.*

5. Rules and definitions should be first given which are general; *the rules without the exceptions, and the definitions without the inflexions.* The great, broad roads of the district are to be traversed, and the by-paths left at present for after and closer investigation. The larger and more prominent features of the edifice are to be made familiar to the mind rather than each individual stone of which the edifice is composed.

Questions to which the above remarks supply material for answers: *What particular faculties* of the child does the subject of grammar appeal to? Upon what previous question depends the question as to *the order in which school subjects should be taken?* By what method may grammar be

brought down to the level of *younger children?* Give *examples* of their method. What advantage does *oral* teaching possess over teaching *by books?* Enumerate some general rule which should be observed in early lessons on grammar.—*Papers for the School master.*

REMEDIES FOR IRREGULARITY OF ATTENDANCE AT SCHOOL.

BY A. H. FITCH.

THE EVILS of irregular attendance at school are sufficiently manifest; the REMEDIES are not so evident. We will present what we regard as some of these remedies.

It is a fact that four-fifths of all the "tardy" and "absent" marks, in most of our schools, are confined to one-fourth of the scholars; and thus we prove the habit is of the few, and not of the many, and that, on that account, the reformatory means employed can not be the same as if all were alike in the matter.

The first remedy I would propose is, that the teacher should so instruct that no object touched upon should be *left* until it is a perfect whole in the pupil's mind, so that he may go on and give *the subject*, define it, give examples, etc.; then divide and subdivide it, giving definitions and examples as he proceeds, till all the minutiæ of it are fully brought out—and this entirely without the aid of *books* or *questions*, and in his own language rather than that of the text. But this can not be done with *irregular scholars*, for they will lose a link in the argument which time and care can alone supply.

If scholars love study at all, they will be induced to be regular; but if *not*——this brings me to my second remedy, viz.: Do not allow a scholar habitually irregular to remain in a class where he always stands at the *foot;* put him in a lower class, no matter *how* low, until his lesson is so easy that he can keep up with his class if he is sometimes absent. You thus rid yourself of the disadvantages to the *school.* But if the scholar is still idle, and *prefers* remaining in a lower class, force him to study with diligence in some other way than by taking him into a class where he can not do as well as the others, for it is vastly easier to *compel* one scholar to study than to bear the loss of time he will cause to a whole class if allowed to be with them.

Again: A scholar who is very often absent should be sent away from

the school to some one where he will be *obliged* to be regular, for his presence is only an injury where he is, and of no benefit to himself.

The old regulation, requiring a note from some responsible person excusing each tardiness and absence, is a good one, and the better as it weighs down upon them. The remark, "Father can't stop to write me an excuse every time I'm tardy," shows, *not* the necessity of the absence, nor the need of setting aside the regulation, but that it is in some measure doing its appropriate work. This course also controls all those who stay away of their own accord without consent of their parents, and insures, in *their* case at least, a co-operation between teacher and parent, which is every way desirable. A carefully-kept register of absence and tardiness is a great corrective of the abuse, especially if a system of merits and demerits is made to depend in part on this record, and be open to the public.

Again: The school committee might make laws which would materially change the face of affairs, since it is easier to enforce the law supported by a higher power than one of the teacher's own making, for he is expected to use discretionary power and soften the penalty of his own enactments, while he has none in case of an enactment by a higher power.

The following plan is very effective: Let the scholars present in the morning take the back seats, leaving those in front for tardy ones. It has been tried in some of our Eastern schools, and with marked success. The result in one school, of about 140 scholars, was to reduce the cases of absence and tardiness from 40 per cent. to 12 or 15 per cent. This certainly shows some value.

Again: An amusing story told at the opening of school, which need not occupy five minutes, is an incentive to the tardy ones to try to come in a little sooner—especially if the door is closed at nine o'clock and not opened until after the exercise is over.

Again: Scholars should not be allowed to be upon the school premises long before the hour for commencing school, for if so, we find two results, viz.: 1. The scholars, being uncertain at what hour they must start in order to reach the school-room at nine o'clock, get into the habit of being too early or too late every day. 2. Because, when a company of scholars come together to play, those who are easily led astray have great temptations, and for a longer time, placed before them, to induce them to play truant, or do some other wrong thing, than if each took his seat as soon as he arrived at the school-room.

A plan has been tried of subjecting parents to a fine for permitting their children to remain away from school; but this wants the sanction of law at present.

The great number of scholars who are almost wholly absent from our schools calls loudly for *some* legislative action on the subject; and it is to be hoped that the example of Rhode Island in this matter will be followed

by the other States. Commissioners (or officers of some name) were appointed, whose duty it was to collect absentees and send them to their proper schools; and more was saved in one year, and in one city, by this arrangement than twice the salaries of the officers, if we take Massachusetts statistics, as they are given in the Report of the State Reform School, as the basis of the calculation.

But whatever methods we may adopt, we must, as teachers, become in some way acquainted with the parents of our pupils, and then, remembering that on the *State* and the *teacher* will rest the heaviest part of the burden, strive by every means in our power to interest them in the school and its welfare; so that when they have made the laws, the effect of those laws shall be seen, not only in the work-shop and the counting-room, the court-room and the prison, but also in the *household*, the *street*, and the *school-room*.

VALUE OF A GOOD SCHOOL-HOUSE.—No. 4.

Vice exists every where, but it loves most to visit and dwell with the ignorant. It can not bear the light shed from the Church and *School-House*. Nothing begets vice in the young more than *truancy*. I hazard nothing in saying that our jails and our prisons are tenanted by those who have to a greater or less extent *played truant*. What is better calculated to lead to truancy than an old, rickety school-house, with its broken doors, its unglazed windows, its smoky ceiling, its dirty floors, its whittled desks, and its loathsome atmosphere. On the other hand, what will serve to counteract such a disposition better than a neat school-room, well ventilated, with a pleasant and well-shaded play-ground? Such a house would lure to its walls those who otherwise would be forming habits of indolence, deception, and crime.

There is an immense moral power in the *School-House alone*. Superstition and bigotry show it. Error dreads its light. Vice receeds from it. Delusion finds her surest victims out of its reach. A good School-House serves as a beacon light, guiding to port the well-laden merchant ship, but warraning away the privateer. Much more might be said on this point, but it would be but repeating what has been included in other divisions of the subject. Its political and social values were predicated upon its healthful moral influence to a great extent.

The good School-House has a *value* pecuniary, political, social and moral. Its value is, however, much enhanced, or very materially diminished, by the nature of its furnishings. This may serve as a subject hereafter.

Platteville, *Jan.*, 1858. P.

[The following circular, addressed to the teachers of the Racine public schools by the Principal of the High School, contains so many valuable suggestions worthy of the consideration of every teacher, pupil, and parent in the State, that we give it entire in our columns.]

RACINE, January 2nd, 1858.

The fellowing suggestions are made to promote harmony of action, and to secure so far as possible similarity of views among the teachers of the Racine public schools:

1. GENERAL DUTIES.—The teacher must devote himself *exclusively* to the duties of his station, or failure is certain. He should give constant and careful attention to the discipline, instruction, habits and manners of his pnpils, and as far as possible superintend their conduct in the yard and in the vicinity of the school house at recess and intermission. All school property, apparatus, furniture and books, should be carefully preserved, and the regulations of the Board of Education in regard to them rigidly enforced.

2. PUNCTUALITY.—In addition to regarding the laws of the Board on this point it will be well to *punctiliously* observe the time of opening school. Let it be *precisely* seven minutes before nine o'clock in the morning, and at *precisely* thirty minutes after one in the afternoon. Great care should be taken to keep the correct time; the standard is the clock of Messrs. Heath & Elkins. Classes should be called at the *minute* appointed. A constant and careful observance of *time* in *all* the exercises of the school is an indispensible condition of success.

3. OPENING OF SCHOOL.—The opening exercises should never occupy more than *five* minutes, and they should be made interesting: and, while the Board have made no regulation in regard to this subject, it is thought that the usual course of reading from a suitable book, and of singing, with such devotional exercises as the teacher may wish to engage in is the best. Scholars should not enter the school room during the opening exercises, unless in extreme cold weather.

3. ABSENCE OF PUPILS.—In case of unexcused absence of a pupil, the teacher should send for information immediately. This should be done in such a way as to create no disorder in the school room. Parents should in all cases be visited by the teacher before the law in regard to absence is enforced. Every case of absence or tardiness should be noted and accounted for by the pupil and parent without loss of time. In general, parents are willing to co-operate with teachers in securing the constant and punctual attendance of their children. A statement from the parent that the absence of his child was *necessary*, is the least that can be regarded as an excuse; but in the few cases where parents refuse to write excuses, discretion, forbearance and common sense must be exercised in order to prevent injury to the child. When the law is enforced, let it be done *empartially* and *rigidly*.

5. SICKNESS OF TEACHERS.—Every effort possible should be made to prevent the dismission of the school. In case of illness of the teacher, immediate notice, in writing, should be given to the Superintendent; but no teacher will leave his post

until compelled to do so, if he studies his own interest and the welfare of the school. A strong will is the panacea, and a careful regard to health is one of the highest duties of the teacher.

6. TEACHERS' MEETINGS.—The Board of Educatiou require every teacher to attend the Teachers' Meetings; but this is insufficient to make them profitable. A prompt and regular attendance, and a *cordial* and *active* participation in the exercises are desirable. No teacher will absent himself from them without betraying a lack of interest, which will weaken confidence in his abilty. Preparation for these meetings is of great importance. All should be willing to *give* as well as to *receive*. An *unexcused absence*, besides being a violation of the laws of the Board, is an *injury* to fellow teachers which lacks little to become an *insult*.

7. SCHOOL GOVERNMENT.—Let the teacher govern himself. Let him talk very little about order. When a wrong is done he may talk privately with the offender and when he understands the case he may make the matter public, if proper, but "that government is best that *seems* to govern least." No person having confidence in himself will exhibit a rod or rule as a "terror to evil doers," and we need not say, that to strike the head of a child is brutal. A teacher should make no *threats*, and few promises. A promise will always be fulfilled if the teacher does not wish to merit the contempt of his pupils. A sacred regard to Right and reverence for the Truth, must be apparent in what he does. He should never manifest any disrespect toward the parents of his pupils. Nothing, sectarian or partisan will or can be for a moment tolerated in a good school. A curse should fall upon the man, who would forget the claims of education so far as to use his influence as a teacher, to promote the objects of his sect or his party. Every teacher will oppose those vices that degrade humanity, whether they are common or not. If he does this effectually, he will be maligned by those who practise them. The school, its interests, its claims, should always be prominent and paramount. *All* that interferes with its objec s must be opposed; whatever advances his pupils in virtue and knowledge, or promotes their welfare, must be defended. *There must be no compromise with evil*, or the foundation of school government will be sapped. Decision, honesty, generosity, impartiality, honor, forbearance, promptness and activity, are essential to the government of a school. A consciousness of *being right*, and of *doing right*, will afford the surest protection against misrepresentation of pupils, and abuse of mistaken parents and guardians.

No communication, by act or look or work, will be allowed during study hours, in a well organized school. The teacher *must* secure order and quiet, or he will fail. The will of the teacher is the *power*, and such appliances as are usually resorted to, are the *means* to secure this *necessity* of a good school. No teacher should regard that as impossible which has ever been done.

8. COMMENCEMENT OF SCHOOL.—Remember that your predecessor has the sympathies and affections of your pupils; to secure the same for yourself, you will need a rich fund of information, and it will be necessary to exhibit much kindness and decision during the first days of your a cquaintance with your school. Manifest a strong personal interest in every pupil. Make no unkind allusion to your predecessor; it is possible he may have left the school somewhat below perfection.

Let your aim be to leave it better than you found it. Have a programme prepared and "get to work," as soon as possible. Let the exercises be spirited, but never proceed unless there is a proper degree of quiet in the school-room.

9. GENERAL PRINCIPLES.—1. Every pupil should be provided with something to do. 2. It is *absolutely indispensible*, that the time of pupils be apportioned to the several studies and duties, by the teacher. 3. Repetition, and hourly, daily and weekly reviews, are necessary to success in teaching, and pupils should be required to *write* out all lessons to insure accuracy and study. 4. The pupil must be able to state in his own language, the substance of lessons, but all rules should be required in the language of the book, unless better is suggeste d by the teacher Language should be *concise* and elegant. The voice should be trained, so as to secure *distinctness* of utterance, and *sweetness of tone.* 5. Every teacher should lay out his work beforehand, so that he will not need a text book during school hours Success is dependent on nothing, more than upon ability to teach without leaning upon the text book or the pupils. 6. Frequent written examinations are necessary to thoroughness. 7. Visitors should be welcomed, but the exercises of the school cannot be suspended to entertain them. Parents and citizens should be invited and induced to visit the Schools. 8. The *time* of the teacher is the property of the school. All amusements that are unnecessary should be avoided. All society that is not *refined* should be shunned. All means, such as reading Educationa Works, conversing with teachers, visiting different schools, *studying* the subject of Education, should be employed, as it is only by constant and determined effort, as well as the possession of extensive knowledge, and the exercise of skill and tact that we may reasonably hope for success.

Yours Truly, J. G. McMYNN.

"I TAKE CARE OF MY LAMBS."

LET teachers and parents weigh well the significance of the following extract:

"A gentleman in England was walking over his farm with a friend, exhibiting his crops, herds of cattle, and flocks of sheep, with all of which his friend was highly pleased, but with nothing so much as his splendid sheep. He had seen the same breed frequently before, but had never seen such noble specimens; and with great earnestness he asked to know how he had succeeded in producing such flocks. His simple answer was, 'I TAKE CARE OF MY LAMBS, SIR. Here was all the secret of his large, heavy-fleeced, fat sheep; he took care of them when they were lambs."—*Illinos Teacher.*

For the Journal of Education.

MESSRS:—No meeting having been called at Maple Grove for January, I take the liberty to send further remarks upon our school system directly to the "Journal."

It is evident that the influence of all institutions supported by the State, by fund or tax, should be duly felt in their beneficial effects by all classes, in all parts of the State. The State Government should throw its arm of protection around every citizen, and secure for all, every natural right. The public school should, as far as possible, shed its light equally in every community, and at every fireside, A State University and Normal School should foster all, and all should foster them. Such institutions should be the particular foster children of the State; be well known in every community; supported by every neighborhood, cherished by all people, and should be regarded as the eyes to the great soul of the State.

To secure these results, both reason and the light of the past assure us that two things are absolutely necessary. First, real merit within their walls, and secondly, an active and efficient agency to represent their interests thoroughly in all parts of the State. Wherever there is a defect in either of these departments, all schools, and more especially those under State patronage, must fall short of their legitimate usefulness. Almost all of our colleges and seminaries are under the control of sects, and each sect labors industriously and zealously for its own. But who is there to speak for our University, or who would know without making a yearly pilgrimage to Madison, that such a school is in operation. We have a liberal fund, elegant buildings, and doubtless a worthy and competent faculty, but it must be evident to all that the institution is not exerting its proper influence. Such institutions need the co-operation and support of the entire State. But our University is certainly acting without a proper co-operation on the part of the people, and without any regular support from the different parts of the State, and whatever other faults there may be in the institution, these are enough to destroy its usefulness.

A system of county superintendency has of late been proposed, and it is further proposed that these Superintendents constitute a State Board of Education, and that all State schools be placed under their control, for the following reasons:

1st. Such a board would fairly and completely represent the people.

2d. They must be practical, educational men; must be continually em-

ployed in the business of education, and consequently would most likely possess among them the pure seeds of progress.

3d. They must spend about half of their time in traveling from district to district. They must acquaint themselves with the school interests of their entire district, and therefore would possess great opportunities for acting as agents for such schools.

4th. Having the control of these schools, they would be an interested party, and must of necessity act with more zeal and energy for their welfare. And therefore we believe they would constitute a most efficient agency.

In an act of 1849, establishing a normal School in Connecticut, the agency for the school was composed of one trustee for each county, which we learn constituted a very good agency, but did not combine all the advantages of the agency above proposed, as these trustees were not Superintendents, and therefore did not possess so good opportunities for becoming acquainted with the school interests of their counties.

In an act of 1844, establishing a normal school at Albany, New York, it was provided that the Town and County Superintendents were to act as agents to secure a proper attendance, which system operated well, though these Superintendents had no control of the school, and consequently could not be expected to have so deep an interest in its welfare.

BROADHEAD.

HOW TO GOVERN A SCHOOL.

How to govern a school is a vital question to the teacher, yet not to all teachers alike. An assistant teacher, or one who has a small, select, private school, may never be called upon to consider the question of government in the same light as does the teacher of a promiscuous school of a hundred, or several hundred pupils. We have all heard teachers remark, "I like to teach, but not to govern." Now, I think, Mr. President, that every teacher should have something to do in the government of the school, or of the classes, at least. I can not do justice to myself as a growing teacher, or to my pupils, in developing their characters, if I do nothing but hear their recitations.

It is very difficult for one teacher to tell another how he governs his school. A friend once applied for a situation in a Boston school. "Can you govern that school?" asked the Chairman of the Committee. "Yes." "How?" "I can't tell you." "Who says you can govern?" "I say so," replied the candidate. The examination ended. The Committee, satisfied with his confidence in his own ability, wisely omitted details. That teacher was successful. The grand secret of governing is to do it without seeming to govern. The machinery of government should be kept out of

sight. Let the teacher commence his work in such a manner that his pupils shall see that what is right and proper is expected as a part of their duty, and what is wrong and improper will not be allowed at all. It is dangerous business for a teacher to write out, and read to the school, a code of rules all in the imperative mood. It used to be done, and is now by some, but such rules can not always be carried out, and when they can not, the government is good for nothing, and amounts to nothing. Cautiousness in this respect is, therefore, a very important agency in judicious school government.

The first impressions made by the teacher upon his pupils materially affect his success. He should, therefore, be *gentle, polite, and obliging.* A teacher who is boorish, uncouth, and vulgar, will not secure the sympathy of his pupils, and will not govern them easily. I once knew a troublesome boy who was the pest of the school and of the neighborhood. He had a savage delight in "vexing the teacher," and seldom did a day pass without trouble with him. At length a new teacher entered the school. Days and weeks passed without any of the conflicts formerly so common with this old offender. A schoolmate asked the reason of this wonderful change. His reply was, "That teacher is a gentleman. When I am wrong he tells me of it, and corrects me; but does not attempt to annihilate me. Bad as I am, you do not suppose me *mean* enough to give *him* trouble?"

The teacher must be *consistent.* He must regard the feelings, the faults, and the failings of his pupils. I have great confidence in young people as reasonable beings. The person who stands behind the pupil—the parent—is often more unreasonable than the child. The teacher should be reasonable with his pupils, especially in his reproofs and punishments. The habit of whispering, for instance, is a source of much evil in school, and unless checked or eradicated, especially if the school is large, will thwart the best efforts of the instructor. But the teacher who represents whispering as a heinous crime, as much so as rebellion against the authority of the school, and worthy of punishment in the house of correction, commits a fatal mistake. Whispering in a school is a pernicious habit, an offence, and should not be allowed; but it is not the *greatest crime* that can be committed there. It is not reasonable to represent it as such. Unreasonable reproofs and punishments are the source of much trouble, and of many failures in school government. Many a teacher in such cases, for the want of a discriminating judgment, often finds himself in the predicament of the redoubtable knight in his well-known contest with the windmills. Another important agency for the teacher is the ability to know the material upon which he works; the dispositions and peculiarities of his pupils. He can not adapt all his pupils to the Procrustean bed, stretching those that are too short, and chopping off the extremities of those that are too long, until they are all of the same length. In governing a school, as elsewhere, there must be a fitness, an adaptation of mean-

to the end. Several pupils may have the same faults, or may have committed similar offenses; but it by no means follows that the correction, reproof, or punishment needed will be the same. Their temperaments, their sense of right and wrong, the temptations under which they acted, and other circumstances, must all be considered. The teacher must know his pupils—their peculiarities, the influence they are under at home and in the street—and adapt his methods of government and discipline to the peculiarities of each case. The artist who makes his mould in clay, uses not the same implements as does he who works in marble.

An ability to disarm pupils of prejudice and hostility, is a very happy faculty in a teacher. It is also a rare faculty. Physical ability and sternness of countenance alone, can not govern a school. The co operation of the pupils is necessary and must be secured. The ship-master who governs his crew by main strength, will tell you that it wears upon his health and spirits; that his sailors care more for their wages than for his good-will, and will desert him in foreign ports. The teacher must be enthusiastic, fond of teaching; and his interest must be seen in his work. They who teach for pay merely, or because they can do nothing else, will not be earnest teachers, and they have not within themselves the elements of success.

Freedom from ambition to assume and exercise too much authority, is another efficient agency. Teachers are frequently too jealous of their authority, and become imperious and repulsive. In their over-anxiety to govern, by forbidding offenses before they are committed, they suggest transgressions to the pupil, who otherwise would never have thought of them. All teachers must expect many provocations, but must, nevertheless, be forbearing.

The teacher's character should have a decided moral tone. He will then stand high in the estimation of his pupils, and will govern by a kind of magnetic—an unseen influence. From his own personal influence his pupils will soon become imbued and impressed with a sense of right, and with such a degree of conscientiousness that will lead them to govern themselves—one of the most desirable objects he can hope to attain. The teacher, in order to succeed, must have and exhibit unwavering faith in his ability to govern his school. The co-operation of parents must be secured, by convincing them that you are the earnest friend of their children, and earnest in your efforts for their improvement and welfare. Where parents are convinced of this, they will sustain the teacher in all reasonable and wholesome discipline. A favorable state of public opinion is also very desirable. To a certain extent it is in the teacher's power to shape public opinion in this respect, and, most certainly, it is always for his interest. When the public generally feel their responsibility in regard to their schools, and manifest a lively interest in their improvement; when they point to them as the pride of their village or city, and the fountain of good influences to their children and to the world; then the teacher has in his behalf, an agency that is enviable indeed.—*A. P. Stone—Mass. Teach.*

Home Department.

EDUCATE THE PEOPLE.

An Oration delivered at the close of the Fall Term of the Racine High School, by W. H. Myrick, of Waterford, a member of the graduating class.

Much may well be said respecting education. Considered in its relations, it affects all the interests of this life, as well as the life to come. That is a limited idea of it, which embraces only *knowledge*, which would call ability to repeat the contents of the text book, education. Education includes wisdom; this is its foundation, substance and essence.

Knowledge may make a man a fool, and there are throughout the land, those who can be included in no other class, except by doing violence to the language. Shall we call that man *educated* who is dishonest, intemperate, or time serving? If he is not a *fool*, what does the term mean? We find knowledge enough in our schools; the world is full of it, but wisdom, who shall find?

Knowledge is power, said Bacon! So is steam or gun-powder; but if wisdom does not control them, they will scatter ruin around them far and wide. Knowledge is often superficial. It is the scaffolding with which wisdom builds. Knowledge is blind, but wisdom gives it the clue that guides it through the many labyrinths of life. A youth possessing no knowledge is a pitiable object; possessing knowledge *alone*, a dangerous member of society. Too much attention may be given to science, or rather too little attention to its uses, and while we admit the truths of nature, we may forget her God.

Many a young man glibly demonstrates the propositions of geometry, who never thought that "God geometrizes." Moral philosophy is studied by those who never have learned to regard moral obligations. The old Roman virtues of patriotism and regard for truth are scouted, and vices that a Spartan would have despised, are tolerated in our schools, and they can't be abolished, for woe to the instructor that opposes them. A vicious life is an effect of which the causes are under the control of parents. Some person is responsible for every felon in his cell, every murderer in his dungeon, and every thief in his prison. Disguise it as we may, reason

as we may, the truth still returns to remind us that a proper education would prevent crime, and leave empty our prisons, and the conviction must force itself upon every mind, that the mere imparting of knowledge is like putting firebrands into the hands of a madman, or a sword into the hand of a maniac.

But education can not be *given*, neither can it in any true sense be *acquired*. It is a growth, a development. The force that energizes a mind is the force within it. Schools and teachers are occasions and causes, and those that trust to them for prosperity, will fall short of success. What this nation needs now is *homes*. If it is saved from the curses that are ready to fall upon it, it will be by the influence of home education.

The man who trains his child for usefulness and happiness, needs other agencies and stronger forces than schools can furnish. Home—the home of old time has become a matter of history. It is not a thing of the present day. The different members of the same family are hardly acquainted. Miss Flora calls at her mother's room occasionally, and "plays" for an old gentleman whom she calls "pa" whenever company calls. Her brothers are "splendid fellows," who, ever since they were eight years of age, that is for the last three years, have been members of the "American Classical and Scientific Collegiate Institute," and whom she seldom sees except during holidays. Cold, heartless, superficial and thoughtless things, how may we expect them to become men! With such homes the controlling influences of society are all discord and confusion; the fountains are poisoned, and the waters are bitter.

It is only as we realize a higher ideal that we may hope for national prosperity. There is no safety for us except as we nationalize our ideas in connection with this subject. It is not politicians that will save this Union, it is not legislation that will turn back the stream of intemperance and vice that is rolling upon us, but it may be done by education. It can not be done by schools alone. These may and these should do much; but they carry on what home begins. Educate the people—educate the children. Train them to industry, to honesty, to economy, to a love of home. Teach them to hate a lie, whether it comes as a plain business transaction, or as a trick of demagogues to reap a temporary advantage. Educate the youth of the land; but place a higher estimate upon goodness than scholarship; admire the steady shining of a virtuous life more than the meteor flash of a perverted genius.

NEXT to sin, bad spelling is the worst thing in the world. The fairer chirography, the plainer the defect. If a man must spell horribly, let him write an illegible hand upon blotting paper, for so his chirography will be gloriously uncertain, like the law.

THE PARENTS.

PARENTAGE! To what shall we liken it, or with what words shall we approach this so beautiful and sacred theme?

Incomprehensible in mystery, Inspiration has yet clothed it with power, acknowledging it human; universal in influence, Humanity has ever loved its rule, attesting it divine. Its law is the law of liberty; its life is the life of love. To the whole world of society, parentage is as the principle of gravitation to the whole world of matter; to the individual member of society, it is as the law of attraction to the atom; to both the bond, without which the reign of confusion would usurp the reign of order.

When the Divine Author of Creation had finished his handiwork of the material sphere—had laid out and fitted up the home of the family of man, and all was good and fair to his beauty-loving eye, there yet remained another, and the noblest of his creative acts to be performed. The Parents of the human race—made in his image, and clothed with his divinity—this was his last, best, perfect work, before he became, to an intelligent universe, the God of Providence. But there is no need that we go back to that first fair home and sinless pair for our conception of the beauty of the one, or our model of the excellence of the other. Homes of to-day! Are they not lovely as were ever Eden's bowers? Hearts of to-day! Are they not pure as when parental love kissed the first-born of time?

Right steadily the world has still been moving on, and through all the centuries of change that lie between us and that distant time, parentage that was, is yet the first and finest type between the human and divine. In all the universe there is nothing that so symbolizes the loving kindness and watchful providence of God for man, as the ceaseless care and affection of the parents for the family. This relation of parentage is at once the most dignified and the most tender of which humanity is capable. Its exaltation to the nature it ennobles, is of the moral, the intellectual, and the affectional; its satisfaction is the same. While it confers authority, it teaches submission; where it prompts to justice, it counsels also of mercy; where it must be firmest, it may yet be kindest. All that is beautiful in the life, all that is blessed in the heart is called out, and takes part in the fulfillment of its duties and the exercise of its privileges.

The history of the social condition of the world at any period, shows, as general experience proves, that to have become a parent is to have been a more valuable member of society—a more self respecting individual. And this, in the very nature of things; for the estate of parentage not only refines and elevates the emotions, it also invigorates the moral sense of justice, clothes anew the beauty of truth, quickens the perceptive by stimu-

lat'ng the observing powers of the m'nd—thus giving to the whole man and woman a *broader*, as also a *happier* range of being.

As parents, the husband and wife have added to the circle of their loves the last completeting link. That which was impossible has been made possible, and is as the cup already full receives the more, baptizing their souls into a yet Ligher life, and holier love. How pure and how deep is the happiness of well-mated parents! Measured only by the care that is ceaseless, co-equal with the value of the treasure it would guard. Yet is the burden light; and care, and toil, aye the veriest drudgery of life is sweet when the parent's heart is full of love and hope.

Fatherhood and motherhood? O how "sweeter than life and stronger than death" is the gush of that joy when the blossom of a heaven-made union becomes immortal fruit; when first unto the clasping arms and closer clinging heart is revealed the mystery in which its love believed—the new-born baby soul! What a world of hopes, and fears, and loves come rushing up, as the consciousness, at first shadowy and dim, begins to to apprehend, and with adorning clearness takes at length upon itself this new reality. So human—so divine—so self-related, yet so individual the life, that, from its first pulse-beat and tiny form, defies the comprehension of those to whose compassion it so tenderly appeals. Now, those who were twain are indeed one in "a deeper care and a higher joy," since unto them it has been given to be Father and Mother of an existence that is heir to a development, evermore approximating the Infinite in beauty, goodness, and power.

To have been Parents. Wonderful and beautiful relationship! Unrivalled in its purity and wealth of affection, let the heart be holy that would taste all its sweetness and depth; unequalled in its demands for self-knowledge and control, let the thought be wise that would contemplate its needs, or assume its responsibilities.—MRS. HOYT.—*Wisconsin Farmer.*

MILITARY PUNISHMENTS.—In 1856 the total number of punishments in the navy amounted to 1,397, total number of lashes inflicted 44,492; highest number of lashes, 50; lowest number of lashes, 1. The prevailing offenses were desertion, drunkenness, theft, insubordination. A similar return for the army states that the number of persons flogged at 64, and the number of lashes inflicted at 2,751. The offenses were insubordination, theft, disgraceful conduct, violence to sup[illegible]ors. The highest punishment was fifty lashes. The majority of regiments a[illegible] [illegible]ee from the stain.

HARD TIMES.

We hear all about us the cry of *hard times*, and it is weighing heavily upon our Common Schools. There will be shorter terms this winter in most of our schools. It is much to be regretted. What the tobacco used in a single school district would cost for the winter, would lengthen out the school, at the least calculation, one month for every three. When will men be wise and curb appetite, instead of robbing the minds of their children.

It may be of interest to some to make a calculation to corroborate the above.

No cigar smoker will deny the justice of charging to him an average of two cigars a-day, at five cents each, which in three months would amount to $9,10. Any man who smokes a pipe may not use up, in the same time, the same value of smoking tobacco, but will use nearly the same amount in both smoking and chewing. It will be fair, at any rate, to charge, as an average charge, $25 a-year to each person using tobacco, or $6,25 for three months. Observation has taught me that there are as many tobacco-users in any district as there are families. Each family sends, on an average three pupils to school. For a school of fifty-one pupils there are seventeen families. Such a district will use up, then, during three months, tobacco to the amount of $106,25. The expense of keeping up a school of fifty-one pupils will be much less than $100 per month!! Said I not wisely, then, that money used for tobacco in any district, would keep up a school one month additional for every three? P.

LETTERS TO LITTLE FOLKS.—No. 3.

My Little Friends:—It is now 1858. The year 1857 brought to you many joys and many sorrows. You had nice presents a year ago. You have had fine times playing with your skates, your tops and your dolls. Perhaps your toys were broken, and then you felt very badly for a time. You have had kind playmates, and dear little friends whom you loved to associate with. Perhaps some of these have been taken from you, and you have felt your little hearts swell with grief on account of their loss. These are but samples of your joys and sorrows. These same feelings will continue for years to come. As long as you live on this earth you will have at times joys and pleasures, and at times pains and sorrows. Your joys will be made doubly sweet, and your sorrows less severe, if you have

a mind well-stored with useful knowledge, and a heart full of love to God and man. This love to God will teach you to do many things that are right and to avoid many things that are wrong. One of these *many things* which, perhaps, many of you are liable to indulge in, is that of SWEARING. Little boys sometimes *swear*. I hardly believe that any boy who *swears*, thinks of what he is doing. He hears men *swear*, and thinks it will make him a man to *swear*. He thus forms a habit, and can not always avoid it when he wishes to. You all love to hear of George Washington. When he heard of the habit of swearing that some of his soldiers indulged in, he said, "We can have little hope of the blessing of Heaven on our arms if we insult it by our impiety and folly; added to this, it is a vice so *mean* and *low*, without any *temptation*, that every man of sense and character *detests* and *despises* it." George Washington is good authority, and one whom every one of my little friends should strive to imitate in his regard for truth, as well as his hatred of swearing. When you hear any person *swear* again, think of what George Washington said, and show that you are possessed of *sense* and *character* by detesting the habit. In this way you may secure to yourself the respect of others, and add to your happiness for the year 1858.

January, 1858. ONE WHO LOVES LITTLE CHILDREN.

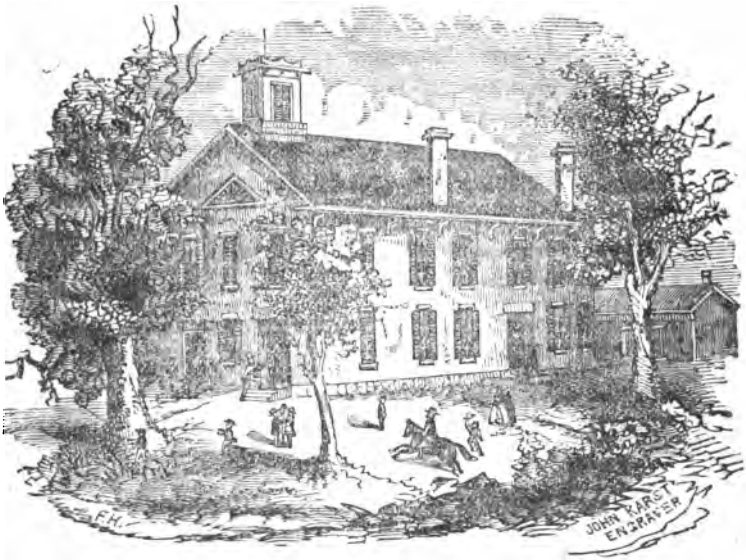
AWAY! AWAY TO SCHOOL!

HARK! the bell is ringing, ringing—
Away! away to school!
Always prompt and always early,
Is the scholars' rule.

Pick up your marbles and your ball,
Put all your toys away—
Let us be prompt to duty's call,
As we are prompt to play.

I love my books as well as my play,
I will not be a fool;
The bell is ringing, ringing, ringing—
Away! away to school!

When school is out we'll be about,
All brisk and bright for play;
Well jump and run, and have good fun,
As happy children may.—*Merry's Museum*.



THE above cut is a view of the Waukesha Public School Building, erected in 1854. It is a substantial and beautiful stone edifice, two stories in hight, and 40 by 60 feet in size, inside the walls. The lower story is divided by a cross partition into two main rooms, the one in the rear occupied by the primary, and the other by the intermediate department, the entrances to which are at the sides of the building. The space in front of the intermediate department is occupied by the entrances to the second floor, and a recitation room between them.

The whole of the second floor is devoted to the principal department, excepting 16 feet in width across the front, which is occupied by the stairways, and two recitation rooms, 12 by 16 each. The pupils are seated with their faces toward the rear of the building, and the teachers desk is placed upon a rostrum six feet wide, and extending entirely across the room Surmounting the rostrum is the black board, which also extends the whole width of the room, One hundred and sixty pupils can be seated in the principal department, and the whole building will accommodate over three hundred. The upper room is seated with double desks and seats, the frames being of cast iron, which are screwed to the floor. Mr. Ira Colby is Principal, assisted in the higher department by Miss Dorr and Miss C. M. Willie. Miss A. Sickles, Principal, and Miss Foster, Assistant in the intermediate, and Miss Proctor, Teacher in the primary department. The house and ot are valued at $8000.

We are indebted to Mr. A. A. Griffith, who was the first principal of the school, for the cut and description of the building.

Editorial Department.

TEACHERS FOR OUR SCHOOLS.

THE greatest hindrance to the successful operation of our common school system, is the want of a sufficient number of properly qualified teachers. We have on our files communications from nearly every part of the State corroborative of the statement in the letter from Superintendent Chase, of Wausau, published in the January Number of the *Journal*, "The greatest difficulty under which we labor is to obtain competent teachers."

As a general thing the people are willing to pay for the education of their children, but an increase in teachers' wages does not always secure better qualifications, and we ought not to be surprised if tax-payers refuse to give liberally for the support of schools when they see so little good resulting from increased expenditures.

We need more efficient and better disciplined teachers, who realizing the responsibility of their position, shall devote all their energies to their work, and make it the business of their lives.

We do not wish to be understood as underrating the teachers of Wisconsin—far from it. On the contrary, we believe that, as a class, they are as intelligent and capable as those of any Western State, and that there are among them many who would take a prominent place in a collection of teachers gathered from the whole country Still there are in many of them manifest deficiences the consequence of isolated posi ions, and the absence of agencies fitted to develop a higher order of talent, and greater efficiency in teaching. They are striving to improve, and are willing to learn, but in a majority of instances the means of improvement are not within their reach, and this accounts, in a great measure, for the existence of schools arranged, governed and taught on the same plan as were the schools twenty years since. And this state of things will continue so long as the Legislature shall neglect to provide for the establishment of institutions for the training of teachers. The school fund subject to appropriation next month amounts to nearly a quarter of a million of dollars, yet not a dollar of it is devoted to the support of teachers' institutes or normal schools.

How can we expect our free school system to work harmoniously or effectively so long as we make no provision for the proper training of those who are to guide and control it? Teaching is an art as well as a science, and those who engage in it should be thoroughly trained and disciplined, not by the active performance of the duties of the profession alone, but by competent instructors, before they assume the position of teachers.

It is not so much schools to teach the sciences that we need, as it is those in

which the art of teaching shall itself be taught; schools whose object shall be not so much to impart information. as to enable the teacher to impart to others that which he has already acquired, or rather, to develop in him the capacity to draw out and educate the faculties and powers of those to be hereafter committed to his charge.

To accomplish this we need separate and distinct institutions, firmly established and liberally supported, presided over by thoroughly educated, experienced, energetic teachers, who understanding and appreciating our noble free school system, shall devote all their time and energies to the responsible work of training and fitting for the proper performance of their duties, those who shall feel called to engage in our common schools.

Other States are acting in this matter, and providing liberally for the support of institutes and normal schools.

Massachusetts has four normal schools, supported at an annual expense of $14,500. Besides these, twelve teachers institutes, are authorized at an expense not to exceed $350 for each one. The State also gives $50 annually to each County Teachers' Association, and $350 to the State Teachers' Association.

Connecticut requires the State Superintendent to hold a Teachers' Institute annually in each county in the State, at an expense not exceeding $120 for each one. There is also a State Normal supported at an expense of $4000 a year.

New York has one State Normal School, supported at an expense of $12,000.

Michigan has one of the most successful normal schools in the country, and $1800 is appropriated annually for State Teachers' Institutes.

Within the past two years the State of New Jersey has expended $20,000 for the support of her State Normal School, exclusive of the grounds, buildings, and apparatus, which are estimated at $30,000.

Illinois has appropriated $10,000 annually to the support of her normal schools. The Town of Bloomington donated $149,000 in order to secure its location within her limits.

We are informed that a village in this State has offered a good site, and a supply of building materials gratis, if a normal school shall be established there, and a small outlay by the State, not to exceed $5000 a year, for three years, would secure the completion of suitable buildings, and inaugurate this much needed institution. We ought to have four or five such schools in operation in this State in less than five years, and should, if the people understood their true interests.

We call the attention of our readers to the advertisement of the CHART OF THE ANIMAL KINGDOM, published by E. B. & E. C Kellogg, Hartford, Conn.

We have carefully examined the Chart, and believe it to be just the thing fo families and schools, and worthy of the commendations of the distinguished educators and naturalists, whose names appear in the advertisement. Mr. Cahoon comes well recommended, and we believe him eminently worthy of the confidence and support of the people in his efforts to introduce the valuable work for which he is agent.

We would also direct our readers to the advertisement of E. Terry & Co., of Milwaukee, Booksellers. We have dealt with them at different times, and always found them accommodating and honorable, selling good books at fair prices. Call on them when you are in Milwaukee, and examine their stock of books, stationery and fancy articles.

Our old friend, A. A. Griffith, is engaged the present winter in giving lessons on elocution and public readings, in various parts of the State. We understand that he is quite successful, and are sure that he deserves the patronage of the people for furnishing a kind of entertainment so instructive and rational, and so much superior to the "shows" and "performances" which, for want of better and higher sources of amusement, have heretofore engaged the attention of two many of the youth in our cities and villages.

Mr. Griffith has a fine voice of considerable volume and compass, which he has trained and disciplined to such an extent as to make his readings very pleasing and effective, giving selections from the English poets and prose classics with a pathos and power which brings his hearers into sympathy and communion with the noble and beautiful thoughts of the gifted minds, whose utterances are the gospel of humanity.

A short time since he generously gave a public reading in Palmyra in aid of the Union School, to assist them in furnishing their house, when, though the fee was but 15 cents, the sum of twenty-five dollars was raised.

He has lately been associated with Prof. Brunson, a celebrated elocutionist from the East, and they have given two public readings in this place, besides occupying the Assembly Chamber one afternoon. Success to them in their laudable efforts to elevate the public taste in regard to reading.

CORRESPONDENCE.

Lind, *Jan.* 30*th*, 1858.

The several schools in this town are in good condition, and doing very well; and the district boards and inhabitants have manifested a good degree of interest in their schools by visiting them occasionally, but still there is not that degree of interest manifested that ought to be.

But I think I see signs of improvement. The teachers that have presented themselves for examination, although pretty well qualified in most respects, show, conclusively to my mind, that our present institutions of learning are not calculated to prepare teachers for their arduous tasks.

Those branches which are the most eesential in the education of every person, and which it is requisite for every teacher to understand, are neglected for higher or more ornamental branches.

I think a "State Normal School," in which teachers could be thoroughly drilled

in the branches which they are required to teach, and in the principles and practice of teaching, would remedy this defect. Respectfully yours,

GEO. A. SELLECK, *Town Supt. of Schools.*

[Though the following communication was not designed for publication, we can not deny ourselves the pleasure of inserting it in the *Journal*, because we wish our readers to share with us the cheering intelligence which it contains, and because of the just tribute it pays the Racine and Kenosha public schools. It is written by Mr. LEONARD LEE, Superintendent of Somers, Kenosha, Wis.]

IN my last letter, an extract from which was published in the January Number of the *Journal*, I paid, what I then considered, a merited compliment to the teachers of this town (Somers, Kenosha County), for the present winter, as far as their qualifications were manifested in their several examinations, and predicted that they would doubtless reflect credit on their profession. Since that time I have visited their schools, and if I am capable of judging, I am happy to state that my prediction is fully verified, and, taken as a *unit*, I think I may safely challenge their superior in any rural town in the State. I am aware this expression may sound *large*, but, till convinced of error, I must adhere to my opinion. Their course is not confined exclusively to text-books, but oral and general instruction is given in such a manner as to awaken the interest of their pupils, giving a wide scope to their knowledge, and thereby securing their undivided attention. Vocal music is also taught to a considerable extent, which receives the warm approbation of their patrons.

The present season seems an exception to by-gone times. Ten or twelve years since necessity compelled us to accept such material for teachers as would now be thrust aside—teachers whose qualifications were almost exclusively confined to a superficial knowledge of such text-books as they have been taught—totally deficient in such *general intelligence* as is always requisite to interest both pupil and teacher. True, there were many honorable exceptions, but taken as a body, their qualications were far below a proper standard. During the past two or three years, however, a new era in this respect seems to have dawned upon us. Better salaries have been paid, and better teachers employed, consequently we have had cheaper schools. I say *cheaper schools*, for every school is *dear* which employs an incompetent teacher.

The cause of this progress may, perhaps, be attributed, in a great degree, to the standing and flourishing condition of the Kenosha and Racine High Schools—institutions which hold a rank second to none of their kind in the State. Their course is thorough, and their radiating influence is felt throughout the adjacent county, by the numerous well-trained teachers which emanate from their halls.

OUR schools are making a little progress, but quite slow for the times. There are quite a number of reasons for this, but the most potent difficulty that I have to contend with is incompetent *teachers*. Now, if you please, give us the remedy,

the "evil" is a sore one. The people think they can not afford to pay the prices that competent teachers command, and are constantly insisting that poorer teachers will answer their purpose, and that they must use such or none. Now what shall we do? Must we certify to poorly qualified teachers, or risk having no schools in many of the back districts? Very respectfully yours, E. P. I.

[Do not be discouraged friend I., but work on and hope for better days. We have experienced the same difficulties under which you labor, and have sometimes been sorely puzzled as to our duty when called upon as Town Superintendent to license poorly qualified teachers, because the people thought they would do to teach their school. Raise the standard of qulification as much as possible from year to year, visit the schools often, advise with the teachers, and endeavor to lead the parents to higher views of duty in the matter. Reject those applicants who are wholly incompetent, but permit even a poor teacher to try what he can do. If his *pupils* do not learn any thing, *he* may, and we think a poor school is better than none.—ED.]

THE schools under my charge are in a prosperous condition, quite an improvement on the past.

Parents and officers take more interest in the schools, and the teachers are more zealous with better qualifications than heretofore; though there is yet a great want of uniformity in teaching.

The new books furnished have made a decided difference for the better.

The teachers in this vicinity are to meet on the 2d Saturday of February, to organize and sustain an association. D. JOHNSON, *T. Supt.*

DECATUR, *Jan.* 26, 1858.

[The teachers can not do a better thing than to organize and sustain an association.—ED.]

ITEMS.

[The following notices of the State University, and Madison Female Seminary, we clip from the Wisconsin Farmer for January.]

STATE UNIVERSITY.—The first term of the current year of this Institution closed on the 16th of last month. The portion of the examination which we witnessed was both interesting and creditable to all parties, evincing a thoroughness on the part of both Professors and students that must eventuate in good scholarship. The classes are considerably larger than last year. The boarding arrrngement in the Institution seems both economical and excellent, affording good fare, agreeable and profitable social surroundings, and for the low price of $2 per week,—thus making the University one of the best, and one of the cheapest Institutions for a thorough education to be met with in the country.

The winter term commences the 1st Wednesday of this month, and will have the especial attraction of a particularly interesting course of Chemical Lectures by Dr. Carr.

Young men of Wisconsin, this is your chance for a good and cheap education.

MADISON FEMALE SEMINARY.—The second term of this Institution commences on Monday, the 4th inst. It is justly establishing the reputation of an excellent school, and we are glad to see that it is well patronized.

FROM a report to the Board of Education of New York, it appears that the number of scholars attending school during 1857 was 140,000, and that the daily attendance was 50,000. The total cost of their instruction was $1,100,410 81—being a fraction over $8 for each scholar. There are at present 40 ward, 30 primary, 30 evening and 4 normal schools.

ILLINOIS COLLEGE.—We are in receipt of the annual catalogue of the officers and students of Illinois College, Jacksonville, for the academical year 1857–58. For the year the number of students has been as follows: Seniors, 4; Juniors, 15; Sophmores, 12; Freshmen, 26; preparatory department, 41; total number, 118. The next commencement will be on Thursday, June 18th. It will cheer the friends of the College to know that it was never in a more prosperous condition than it is now. A large and beautiful new building, with the modern improvements for heat, light and ventilation, and containing commodious recitation, lecture, apparatus and library rooms, has taken the place of the building destroyed by fire; and it has proved to be well adapted to the purposes for which it was designed.—*Exchange.*

ARITHMOMETER.—O. L. Castle, of Upper Alton, Ill, has invented a new arithmometer, by means of which the operator can, by playing on nine keys, add any numbers together, and their result will be indicated on a dial. The ordinary ratchet arrangement is employed, and the extent of the addition is regulated by the number of index wheels which can be increased at pleasure.—*Scientific American.*

IT is stated that upward of seventy-five thousand dollars has already been raised, and put out as interest, of the sum required for the purchase of Mount Vernon. Two hundred thousand dollars is the sum demanded for the land and building.

BOOK NOTICES.

Third Annual Report, and Collections of the State Historical Society of Wisconsin for 1858.

A cheaply bound but well-printed book of over 500 pages, containing the Report of the Executive Committee, statistics, personal reminiscences, sketches of the early history of different portions of the State, and biographies of the pioneers a paper on American antiquities, several on the early Jesuit missionaries in the northwest, eulogies on Prof. Percival, the poet and late State Geologist, and interesting articles on the aborigines, whose hunting grounds will soon be subjugated by the ax and plow of the white man.

We learn from the Report that there are over 3000 volumes in the Society's library, besides a large and valuable collection of letters, pamphlets, and newspapers. There are also in the library thirty-six oil paintings, mostly of distinguished pioneers.

The Society was incorporated in 1849, but had done little up to 1854, at which time it was re-organized.

The present flourishing condition is the result of the indefatigable labors of the Secretary, Lyman C. Draper, who, possessed of the peculiar qualities requisite for the work, has devoted several years to researches into the early history of the West, and he intends hereafter to preserve the fruits of his investigations in the shape of biographies of those adventurous men whose enterprise and achievements have resulted in giving to us the noble heritage we now enjoy.

Rays's Higher Arithmetic. The Principles of Arithmetic, Analyzed and Practically Applied, for advanced Students. By Joseph Ray, M.D., late Professor of Mathematics in Woodward College. Edited by Chas. E. Mathews, M.A. Publishers: Cincinnatti, Winthrop B. Smith & Co: New York, Clark, Austin, & Smith.

We like this book very much. The principles involved in pure arithmetic are clearly analyzed, and their applications in Interest, Insurance, Commission, and Percentage, generally fully illustrated. There is a section devoted to Accounts Current, another to Storage Accounts, and the subject of Annuities is treated at length. The work will take a high rank as a text-book for advanced classes in our schools.

First Book of Natural Philosophy and Astronomy. By William A. Norton, M.A., Professor of Civil Engineering in Yale College, and author of a Treatise on Astronomy. New York: A. S. Barnes & Co., 51 and 53 John Street, 1858,

The subject of Natural Philosophy has hitherto received but little attention in our common schools, and, as a consequence, our people are, as a mass, almost entirely ignorant of the nature and causes of the various phenomena daily presented to their view in the physical world. It is believed by many teachers that young children ought not to attempt the study of Natural Philosophy, on account of the difficulty of understanding its principles, but we think that it is no more difficult than geography, and should the teacher thoroughly understand the subject, and provide himself with some simple apparatus to illustrate it, he will not complain of a want of interest on the part of his pupils. The boy who broke open his father's watch in order to find what caused its motions, was old enough to learn the first principle of Natural Philosophy.

The fact is, our children spend from six to a dozen years in the common school to learn a little of reading, a little arithmetic, geography, and grammar, as theories merely, and then their education finished, they go out into the world, knowing nothing scarcely, and capable of appreciating but little of the beauty and glory of nature, or the wisdom and skill and power of the great Creator. And good men

wonder that we are a careless and skeptical people, doubting the goodness, and sometimes even the existence of our Heavenly Father; forgotting that we have never learned to read the record written with His own finger in the great book of nature, which, on account of our ignorance, is to us almost a sealed book.

Believing that a more intimate acquaintance with the works of nature would beget greater love and reverence for the Creator, we hail with gladness every movement calculated to popularize and introduce the study of natural science into our common schools. Mr. Norton's little book seems admirably adapted to interest and instruct the youthful mind, and we trust it may meet with a favorable reception at the hands of our teachers.

THE ATLANTIC MONTHLY is a decided success, and has made its way, in three short months, to the homes and hearts of our people.

We have made arrangements with the publishers, Messrs. Phillips, Sampson & Co., by which we can furnish this sterling Magazine to our subscribers. in connection with the *Journal of Education*, for $2,50 a year. Those subscribers whose names are now upon our books, can have the Magazine by sending us $2,50, and new subscribers, by sending us $3,50 will be entitled to the Magazine and the *Journal*. This also applies to subscribers at club rates. The price of a single copy of the *Atlantic* is $3 a year, so that by subscribing through this office, you get the *Journal of Education* for 50 cents. Send in your names, friends, at once, and be careful to give the name of your post office and county very distinctly.

WE have received several Reports, Pamphlets, etc., which we shall be obliged to defer noticing till next month, for want of room.

Office of Supt. of Public Instruction,

MADISON, *February* 1*st*, 1858.

TO TOWN SUPERINTENDENTS,

GENTLEMEN:—

You will confer a favor on this Department by returning to the Office of the *Wisconsin Journal of Education*, the names of the District Clerks elected in your several towns at the Annual Meeting in September last.

Each District Clerk is entitled to a copy of the *Journal of Education*, and in order to insure its regular receipt by those officers, it is necessary that the publishers of the *Journal* should have a complete list of their names and post office address.

LYMAN C DRAPER,

Supt. of Pubic Instruction.

THE

WISCONSIN JOURNAL OF EDUCATION.

VOL. II. MARCH, 1858. NO. 9.

COUNTRY SCHOOL HOUSES.

BY THE EDITOR.

THOSE of our readers who have perused the excellent series of articles now being published in the *Journal*, "On the Value of a Good School-House," are prepared to consider some suggestions concerning things essential in the location and construction of that most important feature of our educational system.

We propose to devote a few pages in this, and succeeding Numbers of the *Journal*, to the presentation of some thoughts, or conclusions, the result of several years experience inside of that unique structure, the country school-house.

In the first place, when a school-house is to be built, it must be located, it must have the ground to stand on, and this is usually the most difficult point to settle, the largest "bone of contention" over which the inhabitants of a district are wont to snarl and quarrel; and in many instances the erection of a school-house, of which the people were in great need, has been postponed from year to year, simply because the site for the same could not be agreed on. It must be located exactly in the geographical center of the district, no matter what the quality of the soil or the shape of the surface may be, as Jones would think himself false to Democratic principles and lacking in independence, if he should vote to locate the school-house twenty rods nearer to Brown's residence than to his own.

Now, while a central location is of itself a good thing, it is not the most important point to be considered in relation to a building in which shall be congregated the children of the district from year to year, during the most impressible portion of their lives.

The first aim should be to select a *healthy* location, for no combination of advantages in other respects can compensate for the absence of this; and the house should be built at any point, no matter how far distant from

the center, or the district should be disorganized and attached to those which surround it, rather than expose the children every time they step outside the school-room to the poisonous miasma arising from marshes and low lands in the summer, or the piercing blasts and severe cold of an elevated situation in the winter. Neither should a school-house be built on a level arid waste, where the scorching rays of the sun pour down continuously during the long summer days, drying up vegetation, burning the life out of the atmosphere, and enervating the body and mind of teacher and pupils, but on a gentle eminence, sufficiently elevated to be always free from standing water, and protected, if possible, from winter's winds by a ridge of land or a grove of timber.

Having selected the spot for a site, the next thing in order is to determine its size, and this is the second point at which mistakes are usually made, though there is not generally as much contention about the *size* as about the *locality* of the site, all agreeing in providing the smallest one that will at all answer the purpose. In many instances the front of the house is set even with the road fence, leaving no yard except that furnished by the street; in others the fence curves beautifully around the rear of the house, leaving space enough for teams to pass, and an area at the sides on which to pile the firewood, and serving as a place of deposit for ashes, litter, etc.

Notwithstanding the interest felt in the subject of education, and the improvements which have been made in the construction of school-houses, actual examination of a large portion of the State, has convinced me that not one school-house in a hundred has a yard of suitable size and properly enclosed, and this is true of sections of country in which land is not worth more than ten dollars per acre.

Now, that every school-house should have an enclosed yard, is evident from the following considerations: First, as a matter of economy. The house and appurtenances are always more liable to damage from accidents, and trespasses on the part of animals, rude boys and uncivilized men, when standing open to the street, than when surrounded by a good fence.

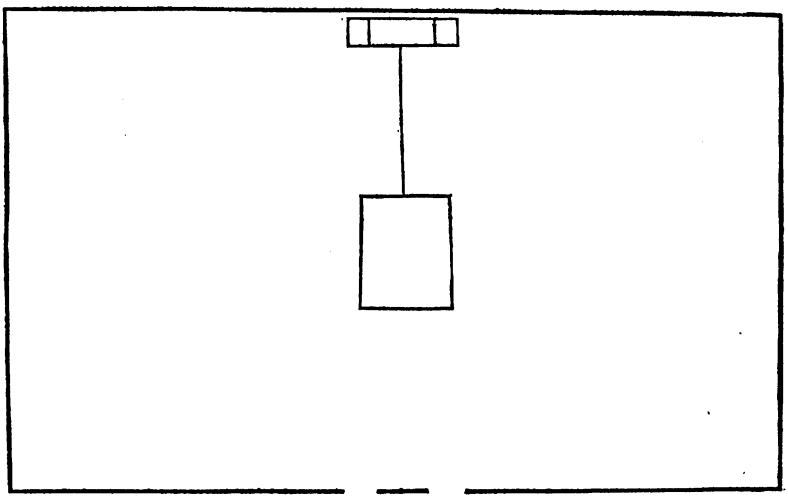
Second, on the score of neatness. A yard or area to which hogs and horned animals have access at their pleasure, is not a fit place for young children to sport and play in, and it is impossible for the teacher to exert a proper influence upon his or her scholars in regard to cleanliness, and the personal habits connected with it, so long as the school-house is situated in the highway, and surrounded by the filth which usually accumulates under such circumstances.

Third, pupils should have sufficient room for exercise and amusement without using the highway for that purpose, not only because they are liable to injury from passing teams, and often frighten skittish horses, causing their drivers annoyance and trouble, but because of the influence the

unrestricted use of the highway will have upon their future characters and lives.

Habits of lawless self-indulgence and disregard of others rights are the legitimate results of lessons learned in the street, and all who realize the truth of the saying, that "the child is father to the man," will see in unfenced school-houses, cemeteries, and the like, a cause for the prevalence of the idea which regards the public as an outlaw, whom all are at liberty to hunt and plunder.

Every country school-house should have a yard containing at least one acre of land, and should be so arranged as to afford a separate play-ground for each sex.



The above cut represents such a yard, drawn on a scale of four rods to an inch; size, ten by sixteen rods; the school-house in the center, lengthwise, and some what nearer the front than the rear. At the rear of the lot the outhouses are situated, the wood-house in the center, and the privies on each side. The object in placing the wood-house in the rear is to divide the privies (those for the different sexes should never be contiguous), and to save expense by having the outhouses all under one roof.

The play-grounds should be separated by a high, tight board-fence, extending from the rear of the school-house to the outhouses, and there should be double gates and entrances to the yard from the street, from which walks should lead to the school-house doors, and be separated by a neat and substantial paling. There should be a large gate near one corner of the yard in front, for teams to enter with wood and other necessaries for the school. The well may be immediately in the rear of the house in the boy's play-ground. A plan and description of the school-house will be given in the next Number of the *Journal*.

GENEVA, *February 1st*, 1858.

THE Walworth County Teachers' Association met, pursuant to call, at Geneva, Jannary 30th, 1858, and was called to order by the President. The Secretary being absent, Mr. R. D. Carmichael was chosen to fill his place *pro-tem.*

The exercises of the Association were of an interesting and eminently practical character. They embraced addresses, essays, and discussions upon the subjects of reading, grammar, history, and arithmetic. Around these the teachers, without being visionary, threw a freshness and originality which completely redeemed them from the dullness so often united with them, awakened ideas in the minds of their hearers, and introduced them directly into the midst of the several subjects. The essay upon History, by Miss Flagg, was admirably written and well read, leading the Association earnestly to desire the introduction of history into the public schools as a branch of study.

In the evening Prof. Emerson, of Beloit, delivered a masterly and instructive lecture upon the subject of Liberal Education.

During the day and evening the following resolutions were offered and adopted:

1. *Resolved*, That this Association do petition the Legislature of this State, now in session, to do away with the present inefficient system of Town Superintendency, and establish in its stead a County Superintendency; said County Superintendent to be appointed by the County Board of Supervisors, to hold his office for a term of three years, unless removed by said Board, to receive a salary of $600 per annum, and to have the power of appointing as many deputies, to be paid by him, as he may deem proper.

2. *Resolved*, That we also petition the Legislature, now in session, to add to the list of branches now required by law to be taught in our common school, those of United States History, Anatomy, and Physiology.

3. *Resolved*, That we petition the Legislature to amend our school law so as to prohibit children under six years of age from attending the common school.

4. *Resolved*, That the Association tender their thanks to Prof. Emerson for his able and eloquent address.

5. *Resolved*, That the proceedings of this meeting be published in the Elkhorn *Independent*, and in the State *Journal of Education.*

The Association adjourned to meet in Genoa, Saturday, February 27th, 1858.

At the close of the exercises the members separated, inspired, no doubt, with a determination to apply themselves more earnestly to the work in

which they are engaged, and sensible that the teacher's character should embrace the highest moral qualities man's nature is capable of possessing.

R. D. CARMICHAEL, *Secretary, pro-tem.*

O. S. COOK, *President.*

NORMAL SCHOOLS.

It seems to me Normal Schools, thus far in this country, have been a failure.

We, as a people, have learned to labor but not to wait. The bread *we* cast on the water must return in a *few* days. Our enterprises would not be great if our resources did not enable us to complete them in a day. No concern for posterity can make us forget self. The acorn-planters are gone. The living age, fascinated by the politeness of concession, and lacking faith in the absolutely excellent, imagines that, as the tenacity of a precious metal is augmented by mixture with a base, so truth is only stronger for being mixed with errors.

It seems a double portion of this temporizing spirit has been infused into Normal Schools, wherever they have been established in this country. They are similar in destiny to commercial colleges. These sink into agencies for effeminate clerks; those into agencies for equivocal teachers.

A winter course in a commercial college will convert a dandified apprentice into a dashing book-keeper. A winter course in a Normal School will convert a Lazarus of a pedagogue into an Apollo of a teacher.

The anxiety of educators for legislative aid or popular approbation, has led them to organize Normal Schools under laws like gum garters, only of service on the stretch.

The Pennsylvania Normal School Law says, that no student shall be admitted for less than a month; that any body shall be entitled to admission who has taught, satisfactorily, a district school for a full term; that only those Normals whose tuition is paid by their districts, shall be under bonds to teach after graduation. Such regulations are conciliating cakes for that greedy Cerberus of the age—SHAM.

In Saxony no person can be licensed to teach who has not attained twenty-one years of age, graduated at a teachers' seminary; passed one examination as a candidate for the title of teacher; served *two years as an assistant*, and passed a second examination.*

All over Prussia it is customary for teachers to practice their work until superannuated, then to retire on a pension. With us teaching is the insignificant splinter of a match to light the candle of a *profession*, and then be thrown aside.

* National Education in Europe, page 259.

The curricula of most Normal Schools convict them of temporizing. They have full courses, side courses, courses rudimental, courses classical, courses scientific, courses for a year. The *wishes* of the community are resolutely accommodated, whatever may be said of the *wants*. The conditions of admission are easier than those to any good high school; the studies are no better; the stay *de gustibus*.

It is argued that schools for teachers are as needful as for lawyers, doctors, or divines. Suppose it true. Will you not admit, for the same reasons, that teachers need as thorough a *preparatory* course as lawyers, doctors, or divines? You grant it. But only empirics among professional men ignore a *college* course as the proper preparatory course; then only empirics among teachers can ignore a college course as *their* proper preparatory course.

But Normal Schools, unlike law, medical, and theological, rank confessedly lower than colleges, stooping to dabble in the work of high schools, not merely of high schools, but of common schools. Let them exclude one-twentieth as much of the common school course as of the college course is made a pre-requisite by law, medical, and theological schools, and their claims to equality with these will begin to become respectable.

All say that teaching in dignity, in worth, influence, and standing, is equal to law, medicine, or divinity. Then what is true of one will be true of all. Now Normal Schools pretend to give young men, who are yet studying the common English branches, all necessary instruction to qualify them for the profession of teaching. If this is true in Normal Schools, then in district schools ambitious young men, who are yet in the common English branches, can receive all necessary instruction, if their teachers know enough, to qualify them for the profession of law, medicine, or divinity.

Glorious discovery! Blessed district school! Young America can hereafter leave thee, the happy, proud possessor not merely of an education, but of a profession, able to parse and cypher; ready to pulse, preach, or plead. D. J. H.

[For the Journal of Education.]

WATCH THE MAIN SPRING.

It is evident that every institution under State patronage should equally support, and be equally supported by all parts of the State, and should be so completely combined with the interests of the State, and so systematically connected with all its parts, that, as it were, by pulling one cord the whole may be readily reached and equally effected.

At present we have nearly three thousand public schools, and each almost perfectly an isolated concern, having little or no connection or dependence upon any other, or upon the general system. We have also about five hundred town superintendents, each adopting his own system, if any, and following his own plans, establishing his own standard of teachers qualifications, and in all cases measuring himself by himself.

Now if we consider the fact, that on an average teachers change locations once in five months, and that town superintendents continue in office on an average but eighteen months, we discover a variety immeasurable over which our school system, or department of public instruction can have no control. In order to improve our schools, the State must be but a unit, and this variety must be reduced to one general plan, and the whole system so systematized that a State school department may equally influence, and alike elevate, all schools, and completely reach all, with a proper standard of teachers' qualifications, with a systematic plan of school visiting and reports, and with an improved method of general procedure and course of instruction, thus giving each school the advantage of system, of combined experience, and the stimulus of a complete comparison with all others.

What is above said of the common school is, and must prove, equally true of all State schools organized under our present system. Our State University has no means of reaching the people, nor the people the University. It stands like a monument of the past, whose design is forgotten. There are none to represent its interests or declare its merits. But it is said, let every school rest upon its merits; and it is further said, that there is merit in the University. Very well, so is there real merit in a closed Bible. There is no use in concealing the matter, the University is a sealed book, and we might as well expect a sharp sickle to reap without a reaper, merely because it is sharp, as to expect the University to do its appropriate work, and properly elevate itself merely through merit. There must also be an efficient agency among the people to make known its wants, to present its merits, and send support equally from all parts. Other institutions have their agencies. The Methodist, the Presbyterian, the Baptist, etc., labors with religious zeal, each for his own. We need not mention our legislators, for they never have, and probably never will, to any extent, act as agents for the University. We need not mention regents, to be elected a member of the Board of Regents is to be elected to stay at home. The Board of Regents have power to say to the University go, but have no power to make it go. They may reach the institution, but can not reach the people, the supporters of the institution; they have their lamps, but no oil.

The following is a brief outline of a school system, compiled from the most favored and successful systems in our country, and is designed to meet the demands of our common and State schools.

1st. The common school district shall be regarded as a sub-district, for which there shall be elected by the people, yearly, one officer, called Director.

2d. In general, each organized township shall be regard as a school district, and the directors of the several sub-districts of such township shall constitute the school board, and each school board shall elect a school inspector for its own school district.

3d. In general each county shall be regarded as a district for school purposes, and the School Inspectors of the several school districts of each shall constitute the county board of education, and each county board shall elect a county superintendent for its own county.

4th. The State shall be regarded as a school district, and the county superintendents of the several county districts, shall constitute the State board of education.

We here introduce thus much of this system to show the origin of the county superintendent and State board of education, and wish now to show the necessity of placing all State schools under the control of such board.

1st. To carry out this system and promote the welfare of our public schools, it will be necessary for the State board to convene at least as often as once a year, and therefore it may have a general control of such schools, and perform the duties belonging to a board of regents, without any extra expense to the State.

2d. Such board most completely represents the people of the State.

3d. This board must be composed of men of experience, of education, and moral integrity, and would in all respects constitute one of the most competent bodies that could be called together in the State.

4th. The members of this board are to lecture before all the people, to examine all teachers, to hold teachers' institutes and teachers' meetings, to visit all schools and all neighborhoods, and therefore would, at the same time, have the power to reach both the State schools and people. They could, at the same time, most completely represent the interests of such schools among the people, and the interests of the people in the schools. They would have an opportunity to become acquainted with those interested in education, and would be able to fill such schools with pupils, and perform all this labor for such schools without any extra expense to the State.

Doubtless the State Superintendent, the Chancellor of the University, and Principal of Normal School should be members of such board, and it would also probably be necessary for such board to put such schools in care of an executive committee. More anon. BROADHEAD.

WELL TAUGHT CHILDREN.—Parents should recollect that children are little better than pillows—yielding to the heads that recline upon them either comfort and rest, or uneasiness and sleepless anxiety, according to the way in which they have been filled.

TEACHER'S CHARACTERISTICS.

An interesting paper, lately read before the United Association of Schoolmasters of Great Britain, contains the following generalizations:

1. Teachers of limited capacity, or whose command of language is limited, invariably teach best with text books, or by the individual system of instruction.

2. Men of fervid imagination, having great command of language and enthusiasm of character, almost invariably become superior teachers.

3. Decision of character almost invariably forms an element in the qualifications of a superior teacher.

4. Men who are deficient in general knowledge and enthusiasm of character, are generally bad teachers, even though they may possess great technical acquirements.

5. An earnest man, imbued with the love of children, is rarely a bad teacher.

6. The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.

7. A man of superior teaching powers teaches well by the national method. But he will always teach best by that method which is suited to his peculiar capabilities.

8. Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.

9. Presence of mind and that self-confidence which is based on self-knowledge, are essential elements in a good teacher's character.

10. Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements. Teaching power is not always associated with superior talents or acquirements.

[For the Journal of Education.]

OUR SCHOOL SYSTEM.

Mr. Editor:—I am glad that you have called attention to the subject of schools for the training of teachers, and I hope that you will continue to agitate the matter until the people shall *demand* that a portion of the public funds be appropriated to that object.

By the regulations of the board of regents appointed under the provisions of the act passed by the legislature last winter, entitled, "An act for the encouragement of academies and normal schools," a normal depart-

ment is established in every college and academy in the State, which shall comply with the rules adopted by the regents in reference to such normal department, but no provision is made for a separate institution, the object of which shall be the training of teachers for our common schools.

I have been told that it was proposed to amend the act by providing for the immediate establishment of a central normal school, but I learn that there is no prospect of any such change being made by the present legislature, but on the contrary that increased facilities will be afforded for the distribution of a large share of the public funds to colleges and academies under the pretence of educating teachers for our commom schools.

Now, sir, I protest against this disposition of the people's money for various reasons, which I shall proceed to give.

In the first place I am opposed to the endowment by the State of *any* institution which does not belong to the school system of the State. If colleges and academies are necessary to the perfection of that system, and the proper education of our children, let the State provide at once for their incorporation into it, and under proper regulations, dispense to them a fair porportion of the school fund. Let us have a system of graded schools, which commencing with the primary or infant school and ending with the University, shall embrace all departments necessary to the education of every child in the State, and then our legislation will not present the anomaly of supporting systems, different in their nature and conflicting in their operation.

In the second place, we can rely upon colleges and academies to furnish but a small proportion of the number of teachers that we need in our common schools, from the fact that a majority of the pupils in attendance at such institutions never intend to teach, many of them being by their wealth and position, above the drudgery of teaching, while others are preparing to study law, medicine or theology, and if they teach at all, do it simply to procure funds to finish their studies, thus making it a stepping stone to a more lucrative, or (in their estimation,) a more honorable profession.

In the third place, I do not believe that a normal department attached to a college or academy, is the proper agency for training teachers, the course of study, system, and discipline, being altogether different from that which ought to obtain in our common schools. A teacher may be quite successful as a teacher in an academy or as a professor in a college and yet fail entirely if he were to take charge of a public school, or attempt to teach teachers.

In the fourth place, the provisions of the law and the regulations of the regents, are not of such a character as to inspire confidence in the efficiency of the departments established under it. Though a full four years course of study has been adopted, still the institutions receiving the benefits of the fund may draw *pro rata* for any pupil who shall have attended the

normal department for the space of *three months*, and nothing in the act or the regulations of the board, makes it obligatory upon the pupils attending, to engage in teaching for any specified time, after leaving said institutions. When we examine further, and find that "pupils may be admitted to this normal department who shall have attained the age of *fourteen years*, and shall pass a satisfactory examination in elementary sounds, reading, spelling, intellectual arithmetic, written arithmetic as far as per centage, geography and pennamship; and that no provision has been made for free scholarships, but that on the contrary, those institutions receiving aid from the State are permitted to charge such prices as they please for tuition in the said normal departments, we have good grounds for claiming that the act aforesaid should be entitled "an act to appropriate public moneys to the support of private enterprises."

That we need "separate and distinct institutions for the training of teachers," is now so generally acknowledged by all distinguished educators connected with the public school system, that I did not expect Wisconsin to adopt a plan of operation, which experience has shown to be a failure so far as providing teachers for the common school is concerned.

The Hon. A. C. Barry, late Superintendent of Public Instruction, in his last report, says:

"Proper and thorough instruction in the theory and practice of the teacher's profession, can only be furnished by the NORMAL SCHOOL.

I regard the action of the last legislature on this subject, in part at least, as premature and ill-advised; and the entire plan as impracticable, and destined of course to fail. Without wishing to disparage in the smallest degree the claims of our colleges and academies, or to call in question their usefulness, I unhesitatingly assert that it is utterly impossible for them to furnish the normal instruction required, even though the entire income of the School Fund were to be distributed among them. The experiment has been fairly and faithfully tried, and failed most signally and disastrously, as shown by Mr. Mann's statement, copied into my last report. New York expended $301,716 00 upon her academies to enable them, if possible, to supply the deficiency of well-qualified teachers; and yet with all this aid in the establishment and maintenance of Teachers' Departments, they failed in accomplishing the object sought. It would be worse than useless, therefore, to repeat the experiment in Wisconsin. We can hardly afford to be taught, by the same sad experience, the insufficiency of a like scheme. We may save time, money, and the vexation and shame consequent upon defeat, by proceeding at once to the establishment of a State Normal School on a wise and liberal basis. Never shall we need such an institution more than we do at the present time."

The Hon. H. H. Van Dyck, Superintendent of Public Instruction in New York, in his last report, says: "It may not be inappropriate to suggest my own conviction that the $18,000 now annually appropriated to teachers' departments in academies, renders, in the present mode of its

application, a very inadequate return in the benefits resulting from the expenditure. With here and there an honorable exception, it can, in my judgment, be regarded in no more favorable aspect than as a *bonus* to the institutions selected as its recipients; whilst *the benefits inuring to the common schools, are so remote as to be scarcely appreciable.*"

Cyrus Pierce, the principal of the first normal school established in the United States, in a letter to Hon. Henry Barnard, written in 1851, says: "Teachers cannot be prepared for their work anywhere else, so well as in seminaries exclusively devoted to this object. The art of teaching must be made the great, the paramount, the only concern. It must not come in as subservient to, or merely collateral with anything else whatever."

I quote the following from a report on normal schools made to the Ohio State Teachers Association, by a committee appointed for that purpose. "No State in the Union having a normal school in active operation, can be induced to dispense with this most powerful wheel in her educational machinery. It is an indispensable feature. No system can lay any claims to perfection without it or its equivalent."

Ex-Governor Boutwell—now acting Secretary of the Massachusetts Board of Education—in an address before the citizens of Culumbus, said, "No system of education can succeed without provision for the education of teachers; and in no way can this be so effectually accomplished as by a system of normal schools. They are to the profession of teaching, what the medical college, the law school, and the theological seminary are to these several professions, and indeed they seem to be even more necessary, if we estimate the real value of the teacher's duties, and his evident want of knowledge and skill in his profession. The normal school should become the grand regulating conservative element, to give character and efficiency to all the subordinate departments and powers concerned in the whole machinery."

These are the views entertained by experienced educators who have made the school systems of the world a life-study, and whose opinions, sustained as they are by stubborn facts, challenge the consideration of those who have the power to give efficiency to the agencies established for the education of our children.

To provide suitable teachers for our schools is the work of time, and whether the public funds be distributed to colleges and academies, or devoted to the support of separate normal schools, we need immediate aid to sustain teachers institutes in every county of the State, as it is manifest that a majority of the teachers at present employed in our schools will not be benefited by either of the agencies above mentioned. Many of them are not conscious of their deficiencies, and will not avail themselves of the advantages furnished, unless they are brought into immediate contact with them, and forced by the pressure of public opinion to stand aside or fit themselves for their work.

The simplest and most efficient agency would be a system of county, or

district superintendents, who, paid for their services, should have the charge of the schools in their districts and devote their whole time to the performance of their duties, which should comprise, visiting schools, examining teachers, holding institutes and collecting statistics bearing on the condition and progress of the schools.

If we cannot have county superintendents, the legislature should immediately appropriate $100 annually to every county which should sustain a teachers' institute, for not less than ten working days, at which there should be present not less that thirty teachers. In this way our teachers and schools would be immediately benefited, and in the mean time other and broader agencies might be set in operation which should complete what the institutes would begin and secure a better education for future generations than the present is able to obtain. H. S. P.

SCHOOL-ROOM APPARATUS.

In previous articles I have touched briefly upon some of the elements of value in a good School-House, its pecuniary, intellectual, social, and moral advantages. All has been said upon the assumption that the furnishing of the school-room, its apparatus, and, above all, its teacher be such as to correspond with the room itself. Where a spirit of true liberality and devotion to the interests of education, prompt to the erection of an appropriate school edifice, there generally will be found the *living teacher*, with good tools at his command. Still there are exceptions to this general rule. An elegant mechanic's shop will not insure a good job of work, if the tools be poor, and the mechanic a *botch*. There must be a good compass and a skillful pilot, or the most costly vessel is liable to wreck.

Set a carpenter at work to build you a house, if you will, without tools, or place before the sculptor a block of rough marble, and demand of him a perfect statue without a chisel or a mallet, but expect not of the teacher the erection of an intellectual edifice, or the chiseling of an immortal statue without appropriate tools. Text books of the right stamp are absolutely essential. It is the duty of every school officer to see to it that such, and only such, are placed in the hands of the pupil. The right kind of tools of this description demands *uniformity*.

Next in importance is a suitable apparatus to illustrate the principles involved in the books used. This involves an expense commensurate with the advance of the pupil, and yet the ingenuity of the teacher may devise many temporary expedients. *Anatomical charts, terrestrial and celestial globes*, and a good set of *outline maps*, should be found in every school-room.

Tools of discipline and government are very various. Each teacher

must select for himself. My own experience is that the BIBLE is not highly enough prized.

But *over* all and *above* all, must be the *live teacher*, one apt to teach, thoroughly furnished for his work; no laggard, no shirk, no dolt, no braggadocio, no pedant, no careless, soulless *time server*, who has no higher interests than those measured by his salary, but an intelligent, zealous *man*.

There are far too many who *keep* school, or rather whom *schools keep*. They can not be said to *teach* school. Why is this?

The answer is found in that oft repeated assertion—"He will do well enough for our school, it is very backward" (yes and always will be, so long as this policy holds sway), or in this—"We are poor, and can not afford to pay the wages of a good teacher."

Let us carry these principles a little further. "Mr. Miller, you may bring me a little of your *poor flour*. My children are thin in flesh, and it will do for them."

"Mr. Wagon-maker, you may make me a poor half-finished wagon. I am poor and can not afford to pay for a good one."

Absurd to the last degree! Can not afford to hire a good teacher? Better say, can not afford to hire a poor one, and *tell the truth*. Let our people cease to encourage *half-fitness*, and we shall be rid of a "class of pedagogues who go about seeking what they may devour." They will qualify themselves better, or will go into some employment, where their services are better worth their pay. The stream can not rise higher than its fountain, nor will its waters be purer or sweeter. A teacher too well educated is no where to be found. Let those who erect good school-houses see to it that they be filled by teachers, who, in personal habits, in intellectual cultivation, and in moral principle, are models of what they would have their children be. P.

PLATTEVILLE, *February*, 1858.

A DEVOUT CONVERT.—Francis of the *Times* says he once heard an ignorant, but very sincere and devout convert, at a camp-meeting, telling his experience, in which, after speaking of the great mercy of the Lord, he said: "My brethren, I have crossed the Atlantic Ocean; I have crossed the Hudson at Albany, and the Oriskany Creek at Oriskany, and I have often thought, if the Lord had only a mind to've been a little *mean* about it, how easy he could have destroyed me." Perfectly sincere, no doubt, but the expression touched our snickering cord, and we laughed. We couldn't help it.

For the Journal of Education.

REVISION OF THE SCHOOL LAWS.

Under the present school system of Wisconsin, the whole of the annual income from the school fund is distributed to single districts, totally distinct from and independent of each other. In like manner all monies raised by a town-tax for educational purposes, are distributed by the Town Superintendent to the several districts for their sole, separate use. These monies, with all such as may be raised by a special district tax, are finally administered by the sole authority of the several district boards, and for the sole use of the several district schools.

Under such a school law, what kind of a spectacle does our State present in respect to its means for educating the children of the State in public schools? A vast collection of primary schools, each destitute of any organic or vital connection with any other; each endeavoring to educate as it can, all the children and youth between four and twenty in its own isolated district; and each taught, with very rare exceptions, by a single instructor, who, with his or her unaided force, is to drill the youngest in their alphabet, and fit the oldest for the university—the only other grade of public school known as yet to our so-called *system*.

Can this be called an *organization* of the State for educational purposes? Organization implies not merely a separation into parts, but a combination of parts in due order and subordination; their mutual relation, dependence, and interaction.

In natural history we read of *polygastria*, the lowest of animal organizations, which seem to consist mainly of an indefinite number of loosely connected stomachs, each capable of a separate existence, and of which it is said, that "through their faculty of spontaneous fission, the individual becomes constant, and, as it were, perpetually renews its youth." I cannot think of a more lively image of our State, with its indefinite number of district-stomachs, all loosely strung together, each having its separate life, and each, through the faculty of spontaneous fission, by which the number of like creatures is constantly multiplied, retaining a constant character, and perpetually renewing its youth, in such a sense as implies a perpetual immaturity and lack of all internal growth and development. Truly it would seem that Wisconsin, in its educational arrangements, has not yet got beyond the polygastric type of organization.

This statement refers to the condition of the State at large, exclusive of those cities and villages in which the educational interest has been placed upon a very different footing by acts of special and partial legislation. As a matter of fact, however, it is in precisely in such towns and villages as

have been favored with special school laws, that the system of public instruction has reached its highest development and produced the most satisfactory results. This fact, which presents itself at once to the observer, not only in this State, but in others which have a school system like our own, is a significant and important one. It should at once excite the inquiry, whether the provisions of special acts which produce such happy results, may not be substantially incorporated into the general law; whether the same results, in a very considerable degree, may not be attained in the rural districts.

Why is it, then, that cities and villages ask to be exempted from the operation of our general school law, and to be organized under special acts? And what is it, in fact, that distinguishes their more perfect organization from that polygastric type which prevails through the rural districts?

These special acts are designed to combine a large amount of population together for school purposes, under the control of the same school officers, with a view to the following results:

1. That the people may have a larger range of talent from which to select their school officers, and thus secure greater wisdom and energy in the administration.

2. That the governing body, being large and less likely to be controlled by neighborhood and family feelings, may act with more dignity and independence.

3. That this body, for like reasons, may be both worthy and able to control teachers and not to be controlled by them.

4. That this body may give unity to the school system, by prescribing to the schools, uniform or harmonious text-books, similar accommodations, a uniform standard of attainment for each separate grade of teachers, and harmonious methods of instruction and discipline.

5. That all the schools belonging to the system may be guided by the advice, and stimulated by the frequent visits and inspection of a common superintendent.

6. That the schools may be properly *graded*, so that instruction may be given from the alphabet up to the highest order of studies which the system may embrace, in what experience has shown to be, I will not say the most economical and efficient method, but the only one worthy the name of method.

This last object, the establishment of *graded* schools, is one of the most important of those which particular communities propose to themselves, in securing the enactment of special laws for their advantage.

I have enumerated the chief benefits secured by cities and villages through special organization for school purposes. Now let it be observed that of these six benefits the first five are not only just as needful to every town in the State as to any city, but can be just as thoroughly secured to

every town by a wise State system, as they are now secured to cities by special legislation. Let it be observed further, that by such a wise State system, the important benefit last enumerated can be secured at least for every county, and, in a certain measure, for all the older and more populous towns. Why then shall we not have such a system?

Let us briefly describe the essential features of such a system.

1. A TOWN BOARD, consisting of from three to six members, one-third of the number elected each year. This board should have power to establish primary school districts, to supervise the schools therein, and also to establish and supervise one or more schools of a higher grade where the number and condition of the population in a town are such as to make a gradation practicable. This board should elect a town superintendent who might be ex-officio clerk of the board.

2. A COUNTY BOARD of education, consisting of all the town superintendents. This body should elect a COUNTY SUPERINTENDENT, (who might also be their Secretary,) and in making this election should have the widest range of choice. The County Superintendent should devote his whole time to the visitation and inspection of schools, the preparation and transmission to the State Superintendent's office of the educational statistics of his county, the holding of Teachers' Institutes and such other duties as the county Board or other competent authority might impose upon him. The County Board should have the sole power to examine and license teachers, excepting in those instances where a higher grade of certificate might be issued by the State Board to be hereafter described. It should also have power to establish, under certain conditions, to be fixed by law, County or Normal schools, which, for purposes of general education, should constitute the grade next above the town schools, and in which instruction should also be given in the art of teaching, both by theoretical lectures and by practical drill.

3. A STATE BOARD OF EDUCATION. This, while sufficiently small to be an efficient working body, should be sufficiently large to represent adequately the various educational interests, and give expression to public sentiment in different portions of the State. It should be sufficiently large also to exercise a strong and healthful reflex influence upon public sentiment in regard to educational matters. Probably a board, consisting of from twelve to twenty-four, would best fulfill these conditions; and it might be composed of either one or two members from each judicial district, to be elected by a convention of all the county superintendents and presidents of county boards included within such district.

This State Board should have a general supervision of the whole subject of public instruction; a general control of all the public schools, the dis-

trict, the town, the county, or normal schools, and the State school or university.

So soon as the existing constutional impediment can be removed, the State Board should also be empowered to elect a State Superintendent of Public Instruction, who should be the principal executive officer of the board, and *ex-officio* its secretary, according to the Massachusetts plan. In this way we can best secure to this office that permanence of talent, skill and industry which it so imperatively requires. O. M. C.

THE *American Educator* relates the following ludicrous anecdote, in illustration of the lavish facility with which doctor's degrees are dispensed by educational institutions in Britain and America:

"Some years ago the University of St. Andrews, one of the most famous in Scotland, having rather a lean treasury, determined to replenish it by a new branch of commerce, and announced that it would sell it's doctors' degrees at $20 apiece. Many took advantage of this liberal offer, and among the rest a certain minister, who thought his services would be more acceptable to his flock were he possessed of a handle to his name, put the required sum in his purse, and went up to St. Andrew's to purchase the coveted honor. A man-servant accompanied him, and was present when his master, having previously footed the bill, was formally presented with the official parchment.

"On his return home the Doctor sent for his servant, and addressed him as follows:

"'Noo, Sandy, ye'll aye be sure to ca' me the Doctor; and gin ony body spiers at ye about me ye'll be aye sure to say "The Doctor's in his study;" or, "The Doctor's engaged;" or, "The Doctor will see you in a crack," as the case may be.

"'That a' depends,' replies Sandy, 'on whether ye ca' me the Doctor too.' The reverend Doctor stared. 'Aye, its just so,' continued the other, 'for when I found it cost sae little, I e'en got a diploma myself. Sae ye'll just be good enough to say, "Doctor put on some coals," or "Doctor bring me the whisky." And gin ony body spiers at ye about me, ye'll aye be sure to say, "The Doctor's in the pantry;" or, "The Doctor's digging potatos," as the case may be.'"

Home Department.

MY FIRST TEACHER.

BY MRS. C. H. GILDERSLEEVE.

We all remember her. It does not seem so very long ago since we enjoyed such delightful hours, in experimenting upon her patience, in trying to see how far our mischief-loving propensities were allowable. Sometimes a smile would dimple her pretty mouth, in spite of the evident effort to control her desire to laugh. Not infrequently we carried our pranks too far, and were subjected to the almost intolerable punishment of standing in the corner with our backs to our companions; or being tied to the *mistress'* apron string. The last resort, the extreme of severity, was giving us a seat by the side of a boy. I can't explain how it was, but somehow she always placed us by the one we preferred of all others to sit by. She had a lover, the last winter's *master*, we knew that well enough, and perhaps she wished to ameliorate our painful sentence by a careful deference to our taste; at any rate our sobs, I think, might have been more subdued but for appearance sake. Girls learn very early the importance of appearance. (Don't you think so, Mr. Editor?) You've had no doubt, my dear afflicted readers, occasion in your life time when a show of grief was necessary to decency, and when in your heart you were finding divers consoling thoughts to sustain you. These occasions were just such in the days of Miss Grey, school-mistress. It was very hard not to say, Maggie dear to her, but respect must in this case supersede affection. Well, as I said, she had a lover; a handsome, pale, studious looking young man, who was the very opposite of the rosy-cheeked, rosy-lipped girl who presided over as merry a bevy of children as ever ran wild in a country village.

Maggie Grey was an orphan; orphaned of the very memory of her parents, and she felt it the more because the relatives with whom she lived were so very opposite to her in every respect. They had one creed, one commandment, one religion, and that was orthodox, for it was in the sacred book; namely: "Whatever thy hand findeth to do, do it with thy might," and they added thereto "find something." Work, work, labor, labor, could have been heard like the click, clack of the kitchen clock, by

any listener who chanced to be in the hearing of one member of the family.

Now Maggie foolishly thought that mental cultivation was almost equal, at least not more than a secondary degree removed from cultivating cabbages and carrots. Then another of her peculiar notions was that the putting together a scrap or two of wisdom, was quite as important as sewing together odd bits of chintz to make "such beauties of bedspreads." True, all these things had their place of importance in Maggie's mind, but they did not stand on a level with the opinions of the remainder of the family. It was a source of regret, because a pecuniary loss to the heads of the house, that Maggie should take to things that brought no returns, for the investments that had no percentage. Then Maggie was very beautiful, and she knew it; and as it was all her possessions, she valued it accordingly, and added to it every grace and intellectual charm within her limited means. She caroled like a bird all day long at her incessant drudgery, and every body said she was very happy; but there was a sore spot down deep in her young heart that was concealed from every eye in the world. She did not dislike labor, but her thoughts craved food while her hands were occupied. The constant chatter of baking, brewing, scrubbing, mending, getting, and hoarding, did not satisfy the young girl, and she hardly knew what would, till the young master opened a wider ran e for her restless spirit, and directed it to the fountain whereof the more one drinks the less one is satisfied, but whose waters are always sweet. I can't tell you if Richard Alton was successful generally among his pupils, but in Maggie's case there was entire satisfaction as far as teacher and pupil were concerned. Maggie's uncle, who happened to have the authority in the matter, made no polite offers of a resumption of duty when the winter's term was ended, and if he had, there was not the least probability of an acceptance. Maggie had a cousin who went to school with her, and who always accused her of all sorts of contemptible ways of cheating in recitation, stealing in composition, and sly assistance from the master in her problems. And then Mr. Alton was charged with studying anatomy, physiology, and physiognomy, in school hours, and craving Maggie Grey for a subject. Perhaps he did, for the pretty mischief asked him if he would like to make a manikin of her, and he replied that he would much rather have her legally changed into a *woman akin* to him, which of course gave the young student an agreeable opportunity of seeing how rapidly her blood circulated in her face.

Maggie improved strangely. She remembered every word of her instructor, whether in school or out, particularly out. Once she found her composition entirely rewritten, and the subject changed, when she came to examine what corrections her teacher had made. There were some unusual blunders in her recitations that day; indeed it was remarked by the other girls that there was something amiss with the young teacher, and Maggie could have confirmed the statement had she chosen, but she

did not. Her composition, at least the one given to her, was not read to the school that week.

Well, he went away, so my Uncle Ned says, who kept a sharp eye on Maggie in those days, as well as snapped apple seeds at her in school hours, and threw curiously folded love letters at her, written something after this formula:

"The rose is red, the violet's blue,
Butter is dear and so are you,
My pen is poor, my ink is black,
My heart, I'm sure, will burst or crack.
Sugar it is very sweet, molasses it is sweeter,
My love as far exceeds them both,
As honey does saltpeter."

In the summer time the pupils were all small, and as Maggie was good for nothing else, in her aunt's estimation, she was installed over us little ones. It was not much matter for us, we were only children, and of course of little consequence. We might any one of us take the measles and die, and then the salary of an accomplished, expensive teacher would be quite lost. They, the old ones, were quite satisfied, and so were we. I would lay my head in her lap, and wonder she could be so pretty and so happy, when she had no mother, for I had none, and if I ever stopped my mischief long enough to think of it, I was very miserable in my young orphanage.

I did not know then, though I do now, that another love, as holy, as restful, had filled the great vacuum in her heart, as it has since in mine.

One day she told us in the morning that the last winter's teacher would inspect the school in the afternoon, and she hoped we would all be very good. "Inspect the school! that's a likely thing when my marm says he's coming to inspect the mistress some day," said Peggy Jones in a loud whisper, at which we all tittered out, and were obliged to confess the cause, much to poor Maggie's confusion. Well he came, and walked in with a dignified air, and says, "Good afternoon, Miss Grey," and she said, Good afternoon, Mr. Alton," and passed him an English Reader to look over. There were many mistakes that day, but neither of the teachers saw them. Walter Finlay, the imp of the room, found *preperjections,* and *contrajunctions* in his grammar lesson, and whatever the teachers found was never told us. I knew they were lovers, Uncle Ned said so; and I had heard somebody say "love was blind," and so I accounted for the remarkable phenomena in this way, and wondered if any *specs* would ever cure them. I had an inquiring turn of mind, and wondered what phase the affair would assume when the children were gone. Could Maggie find her way home? Was'nt she angry at Mr. Alton? And may be she did

not like to be left alone with him. I'd go back to get—let me see, what excuse could I make? yes there was my ink-stand; I'd spill the ink out under the desk and bring it out empty, and pretend to wish to have it refilled. I walked very softly to the door which opened into the school-room, and pushed it silently, and they had—*made up*, and Maggie *was perched upon his knee.* I dodged around the corner of the house, and they thought the breeze sent the door back upon its hinges. I went home in a marvel, and also with a determination to have a lover when I got big. It was a great secret I carried in my little bosom, and like many another woman in embryo or otherwise, it was hard to keep alone. I scorned to tell my companions, for they had mothers, and I then supposed it impossible to keep any thing from such a dear friend. There was Uncle Ned, he was a man, almost; at least he used his father's razor on the sly, and nobody knew it but me, so I would return his confidence. He went out to split the kindlings for the morning's fire, and I followed.

"Sit down here, Uncle Ned, I've something so secret to tell you. Now you won't tell nobody?"

"No, I'm sure I won't tell *nobody*," said Uncle Ned, mischievously.

"But won't you tell somebody?" said I.

"Try me, Miss Particular."

"It you do tell, remember I know about the razor and Aunt Betsy's company soap."

"I won't then, little hateful."

I knew he liked me, though he called me names sometimes, more appropriate than agreeable, and so I revealed all I had seen, and my own opinion and concluding resolution; when I looked up from running a pin through the hem of my apron, the big tears were rolling down his sunburnt cheeks.

"I so sorry, indeed I am, Uncle Ned: I didn't mean to be bad. Don't cry, please don't," and I was keeping him company, only his sobs were the deepest. He kissed me, and told me to tell nobody else what I had seen Maggie do, or Ned either, as long as I lived—but I could not wait all my life.

"Did Maggie do wrong, Uncle Ned?"

"No—that is, it might not have been very bad if it had been—been—

"You? Uncle Ned."

He kissed me again and made no answer, but the kindlings were forgotten, and he was sick, at least he was not like himself till my cousin Bessie came up from the city to spend August, and then he recovered entirely Perhaps he feared a relapse, for he made her promise to come sometime and stay for ever, and she kept her promise. Then I told about the kindl-

ings unsplit and the big tears, and Uncle Ned pinched me, and called me all the disagreeable names he could remember.

But to go back to Maggie Grey. Two summers and a winter she presided over the village school, and then there was a wedding. A mean, skimpy affair it was too. There was plenty of people invited, and but a scant entertainment for them. Maggie's uncle considered it, the marriage ceremony, as solemn as a fast. Maggie did not want a wedding, but her aunt had the fear of what the neighbors would say before her ugly eyes, and therefore everybody was invited.

Her uncle told his guests: "As how you all know I must have gin Maggie considerable from time to time beside yittals and drink, considerin' she's my wife's relation, and I don't feel beholden to gin her nothin' for a settin' out, as if she'd been my gal and industrious like."

Dr. Alton turned a little pale, and replied that he did not wish any thing from them. They had permitted her to live, and that was more than could be expected, "considerin'."

The old man said, "he was a sensibler young man than he took him to be," and so off went Maggie glad enough to feel she had another, better friend. We all cried, as a matter of course; school children keep tears ready for any emergency, and we were like all the rest.

Dr. Alton grew to be a great and rich man and needed nothing; but because he had an abundance, the miserly uncle remembered Maggie in his will, even as he did his own children, making true the saying of our Elder Brother, "To him that hath shall be given."

I've taught Maggie's children since then, and remembered her considerate forbearance to my own mischievous propensities.

My next teacher was an old maid who must have a chapter by herself, as she would scorn a place with married people.—*New York Teacher.*

PENMANSHIP.—Indispensable in the attainment of knowledge suited to the wants of active business, is a good hand-writing; for it is, in fact, what gives currency and real value to every other acquisition in business study. It is the great medium through which thoughts are interchanged, through which commerce speaks, science perpetuates the results of its researches, and the record of a world's progress is rendered permanent. It needs no encomiums—no labored efforts in proof of its utility. Society owes its present condition of social refinement to its influence; and our country waits, in a measure, for its universal diffusion, to achieve it greatest results in the field of commercial activity.

IMPATIENCE THE VICE OF THE AGE.

THE eager desire to press forward, not so much to conquer obstacles as to elude them; that gambling with the solemn destinies of life, seeking ever to set success upon the chances of a die; that hastening from the wish conceived to the end accomplished; that thirst after quick returns to ingenious toil, and breathless spurrings along short cuts to the goal, which we see every where around us, from the Mechanic's Institute to the stock market—beginning in education with the primers of infancy, deluging us with "Philosophies for the million," and "Sciences made easy;' characterizing the books of our writers, the speeches of our statesmen, no less than the dealings of our speculators, seem, I confess, to me, to constitute a very diseased and very general symptom of the times. I hold that the greatest friend to man is labor; that knowledge without toil, if possible, were worthless; that toil in pursuit of knowledge is the best knowledge we can attain; that the continued effort for fame is nobler than fame itself; that it is not wealth suddenly acquired which is deserving of homage, but the virtues which a man exercises in the slow pursuit of wealth —the abilities so called forth, the self-denials so imposed: in a word, that Labor and Patience are the true schoolmasters on earth.—*Bulwer.*

TRUTH.

THE following beautiful illustration of the simplicity and power of truth, is from the pen of S. H. Hammond, formerly editor of the Albany *State Register.* He was an eye witness of the scene in one of the higher courts:

A little girl, nine years of age, was offered as a witness against a prisoner who was on trial for a felony committed at her father's house.

"Now, Emily," said the counsel for the prisoner, upon her being offered as a witness, "I desire to know if you understand the nature of an oath?"

"I don't know what you mean," was the simple answer.

"There, your honor," said the counsel, addressing the court, "is any thing further necessary to demonstrate the validity of my objection? This witness should be rejected. She does not comprehend the nature of an oath."

"Let us see," said the Judge. "Come here, my daughter."

Assured by the kind tone and manner of the Judge, the child stepped

toward him, and looked confidingly up in his face, with a calm, clear eye, and in a manner so artless and frank, that went straight to the heart.

"Did you ever take an oath?" inquired the judge. The little girl stepped back with a look of horror, and the red blood mantled in a blush all over her face and neck as she answered:

"No, sir."

She thought he intended to inquire if she had ever blasphemed.

"I do not mean that," said the judge, who saw her mistake, "I mean were you ever a witness before?"

"No, sir; I never was in court before," was the answer.

He handed her the Bible open.

"Do you know that book, my daughter?"

She looked at it and answered, "Yes, sir, it is the Bible."

"Do you ever read it?" he asked.

"Yes, sir, every evening."

"Can you tell me what the Bible is?" inquired the judge.

"It is the Word of God," she answered.

"Well, place your hand upon this Bible, and listen to what I say," and he repeated, slowly and solemnly, the oath usually administered to witnesses.

"Now," said the judge, "you have sworn as a witness, will you tell me what will befall you if you do not tell the truth?"

"I shall be shut up in the State Prison," answered the child.

"Any thing else?" asked the judge.

"I shall never go to Heaven," she replied.

"How do you know this?" asked the judge again.

The child took the Bible, and turning rapidly to the chapter containing the commandments, pointed to the injunction, "Thou shalt not bear false witness against thy neighbor." "I learned that before I could read."

"Has any one talked with you about your being a witness in court here against this man?" inquired the judge.

"Yes, sir," she replied. "My mother heard they wanted me to be a witness, and last night she called me to her room, and asked me to tell her the Ten Commandments, and then we kneeled down together, and she prayed that I might understand how wicked it was to bear false witness against my neighbor, and that God would help me, a little child, to tell the truth as it was before him. And when I came up here with father, she kissed me and told me to remember the Ninth Commandment, and that God would hear every word that I said."

"Do you believe this?" asked the judged, while a tear glistened in his eye, and his lip quivered with emotion.

"Yes, sir," said the child, with a voice and manner that showed her conviction of the truth was perfect.

"God bless you, my child," said the judge, "you have a good mother. This witness is competent," he continued. Were I on trial for my life,

and innocent of the charge against me, I would pray to God for such witnesses as this. Let her be examined."

She told her story with the simplicity of a child, as she was, but there was a directness about it which carried conviction of its truth to every heart. She was rigidly cross-examined. The counsel plied her with infinite and ingenious questioning, but she varied from her first statement in nothing. The truth as spoken by that little child was sublime. Falsehood and perjury had preceded her testimony. The prisoner had entrenched himself in lies, till he deemed himself impregnable. Witnesses had falsified facts in his favor, and villainy had manufactured for him a sham defense. But before her testimony, falsehood was scattered like chaff, The little child, for whom a mother had prayed for strength to be given her to speak the truth as it was before God, broke the cunning devices of matured villainy to pieces like a potter's vessel. The strength that her mother prayed for was given her, and the sublime and terrible simplicity—terrible I mean to the prisoner and his associates—with which she spoke was like a revelation from God himself.

TRUE LOVELINESS.

BY CHARLES SWAIN.

SHE who thinks a noble heart
  Better than a noble mien—
Honors virtue more than art,
  Though 'tis less in fashion seen;
Whatso'er her fortune be,
She's the bride, the wife, for me!

She who deems that inward grace
  Far surpasses outward show,
She who values less the face
  Than that charm the soul can throw;
Whatso'er her fortune be,
She's the bride, the wife, for me!

She who knows the soul requires
  Something more than lips of dew;
That when love's brief rose expires,
  Love itself dies with it too;
Whatso'er her fortune be,
She's the bride, the wife, for me!

FASHION.

"As well out of the world as out of the fashion," and Fashion rules the world" have long since passed into proverbs. The first I conceive to be scarcely true, but a sort of satire upon the prevailing desire to conform to custom in matters of dress, etiquette, &c. But perhaps fashion *does* rule the world. It would be a curious and no doubt an interesting study to trace the history of fashion and its connection with the moral and intellectual condition of the society in which the various forms, customs and costumes have prevailed. We are all in the habit of speaking more or less disdainfully of the control *fashion* has over the minds of others without once thinking that we ourselves are most willing subjects of Her Majesty. With nothing with which Her Royal Highness has to do, does she play more capricious pranks than with the pronunciation of the English language. At her nod, h-e-a-r-d becomes hurd, heerd or heord. But it would be useless to multiply examples. Every body knows how ever and anon "shibboleth" is well enough, but woe be to him who saith "sibboleth." But in other matters her commands are not so harmless. To what but to fashion, do we owe the present ridiculous plan pursued in the school education of girls, especially, but seen also in that of boys. It is the fashion to be educated now-a-days, and so there is a great rage for school-going. But girls do not as a general thing discover that this is the fashion until their mothers begin to notice that it is quite time to lengthen their dresses and dress their hair. They are quite too *old* now, of course, to attend to the rudiments of English grammar, and arithmetic, or to acquaint themselves with the vulgar particulars and realities of modern geography. Besides, what is the use? *Papa*, be he millionaire or day-laborer, is able to support them, "they guess." They never expect to teach school for a living. And the "young lady," as she christens herself, flies to Algebra and Geometry, and soon is initiated in the mysteries of these studies. She wisely tells her mother, that x plus y equals 25; and astonishes her with the assertion, the whole of a thing is greater than a part; talks of the "powers," algebraic quantities and geometrical proportions, and her mother, to whom mathematics in all its branches is a sealed book, in wonder at her wisdom hastens her on to the pursuit of the languages. It is the height of fashion to study German now-a-days, so a teacher is procured, and speedily she can read and translate. No time must be lost. She must study French. So with Ollendorf again in hand, she learns to speak a few sentences that a Frenchman would no more understand than so much Chinese. Well, Fashion bids her study Latin, and that which a man would only complete after months, and even years of patient study, she masters in as many weeks, and in triumph presents her-

self for her father's approval. He never heard of Ollendorf, never saw a Latin dictionary. "Amazement confronts him," and in rapture over the wisdom of the rising generation, he speeds her to a music teacher, and anon she graduates from one of the first seminaries, for while her *education* in music and the languages has been progressing, she has *perused* many a useful author, and it will not be at all strange if she can even *write poetry*. Fashion has one more important command, and with direct reference to this have all her less important behests been obeyed. The young lady must *accept* a husband. This done, she is ready to fill her *niche* in *society*. Ready, also, to rear up daughters who shall be women after her own heart, sons for the pulpit, the bar, and the assemblies of the nation. With no exalted views of life's duties, with no high purpose for good, with no yearnings of heart for the weal of humanity, she will pass through life, leaving no works of holy influence, of lofty self-denial or of patient endurance to follow her. Fashion, that "science of appearances," that "art which teaches us to seem, rather than to be," has made a Persian law, that this shall be the education of almost every woman, who does not with an effrontry which calls down the wrath of offended public taste, rebel from her authority. When will the great usurper give place to our rightful sovereign common sense? It will be when teachers and parents take up arms in the defence of the rights of their liege Lord. When with earnest, enduring purpose they smite the camp of the enemy with the sword of reason, and rear against her strongholds, the battering-ram of brave and potent example. You that are parents, educate your daughters to feel that it would be infinitely better to wash dishes all their lives then to fold their hands in listless idleness. Talk to them of what they will *do* when they they are women, and by showing them that a thorough knowledge of mental arithmetic and of modern geography is worth more than a sprinkling of Algrebra and the *name* of having studied the languages, make them ashamed of a sham education. Take the Scientific American and the New York Tribune for them that they may become intelligent, and keep up with the times, as well as Godey's Lady's Book, that they may get patterns for embroidery, and keep up with the fashions. Then shall the *tyrant* be driven from the sacred precincts she defiles, to her own citidel and throne. E. L. B.

Sheboygan.

PUBLIC SCHOOLS IN NEW YORK.—Out of 1,214,771 children in the State between the ages of four and twenty-one, 882,785, or *sixty-nine* per cent. of the whole, attend upon the public schools of the State, which are maintained at a cost to each pupil of 84¼ cents per month, or an aggregate per annum to the State of $3,299,898.

LETTER TO LITTLE FOLKS.

MY YOUNG FRIENDS:—Two men were mining. One was at work in the ground about 40 feet below the surface, the other was standing by the windlass upon the top of the ground. The one who was in the ground was called John. The other was called James. James, as he looked about him, saw a storm arising in the West, and says:

"John, I think it would be best for us to go home; we shall have a thunder shower soon."

"Why, how foolish you are James," said John, "we shall have no storm, I can see no clouds."

The storm comes nearer, James again urges John to leave his work and go home, but John still refuses, saying,

"There's no danger, it will not storm. I am not foolish enough to go home when I can see no clouds, and no appearance of rain."

Now the shaft in which John was at work was very small, and he could see only a small part of the sky directly over his head, and you all know that when a thunder cloud comes over head, rain will very soon follow. At last John sees the cloud, and consents to do as James wished him to do. But he has scarcely reached the surface when the storm breaks upon them with terrible fury. John suffers severely from the effects of the storm, and *justly* too, you say. As you read this I imagine I hear you say, "What a fool John was. Of course James could see better than he, and was better prepared to tell when danger was approaching." Do you really think so, my little friend? Then remember *that*, the next time your teacher warns you of any danger, or urges you to any duty. You are yet like the man in the ground at work. You can see but a very little. Your teacher is the man upon the surface of the ground. He can see farther than you, and "is better prepared to tell when danger is approaching."

ONE WHO LOVES LITTLE CHILDREN.

A NOBLE COMPLIMENT TO A GIFTED AMERICAN.

THE poet and editor Bryant is now sojourning in Spain. His gentle and grave manners, combined with his world-wide reputation, render him a marked man in Spanish society. An influential journal of Madrid, the *La Discussion*, thus beautifully alludes to his person and character:

"William Cullen Bryant, one of the greatest poets of the age, and un-

doubtedly the first among the Anglo-American poets, has arrived in Madrid.

"It is impossible to see this person without feelings of the deepest affection and respect.

"His face, whose long beard has that soft whiteness that light hair lends to age in the north, wears a certain expression that is only met with in beings equally endowed with genius and sensibility. There is in his sweet smile a slight tinge of bitterness, which reveals at once the struggle that goodness and wisdom have always sustained with malice and ignorance.

"There is something sad in his look, which shows the martyrdom of a spirit launched into the midst of the material enterprise of this manufacturing and commercial age.

"The poems of Mr. Bryant might be classed with those of Rioja. They are few in number, and all are of the first order.

"The nobleness of his thoughts, the truth of his descriptions, the delicacy and tenderness of his affections, are only equaled by Rioja.

"Welcome to our country be this son of the New World, and God grant that these climes, where his active intelligence comes to seek new impressions, may be propitious."

Editorial Department.

We call the attention of our readers to the articles in the present Number on our school system. They are worthy of perusal and careful consideration, embodying, as they do, many valuable suggestions. That the system is very imperfect, and needs remodeling, is conceded on all hands, and we hope the present Legislature will not adjourn without taking some action in regard to it.

The article on Normal Schools is graphically written, and contains some important truths, but we think the writer overlooks the fact that we need some agency which shall benefit those now engaged in teaching, and who will not avail themselves of the advantages furnished in the college and academy. We hope the writer will give his views as to the best means for improving the large class of teachers now in our schools who have not received a liberal education.

Our correspondent "P." closes his series of articles on "The Value of a Good School-House," with an excellent one on "School-Room Apparatus," and gives

us also another "Letter to Little Folks," who will do well to read, and then practise the precepts which it inculcates.

The article on "Fashion" is well written, and contains some wholesome advice which parents would do well to heed and follow in the training of their children.

Since our last issue we have visited Milton, Milwaukee, and Racine, and while there spent a few hours in their schools; but want of room compels us to defer any extended notice till next month. We also dropped into two or three of the Madison schools one day, and were much pleased with the unmistakable evidence of progress which they presented. Shall see them again. The annual report of the Superintendent, D. Y Kilgore, is on our table, of which we shall speak more fully hereafter.

The report of Prof. Daniels, State Geologist, is also before us, and we find it a very interesting and readable document. It is mainly devoted to an account of the iron ores of the State, accompanied by analyses showing their value for manuacturing purposes.

Emerson's Magazine and *Putnam's Monthly*, for March, has made its appearance, and presents a large amount of interesting and useful reading. Among other articles we notice "The Life of Washington" continued, "Lost Civilization in the West," "Illustrated History of Beards," "The American Drama," "The Fine Arts in New York," and "The Forfeit of Life." The Magazine is now published by Messrs. Oaksmith & Co., who are determined to make it worthy of a generous patronage. To every subscriber at $3 per year, the publishers present a copy of the splendid engraving of the "Last Supper," by Dick. For club prices, and other inducements, see the prospectus in January Number of this *Journal*.

NOTICE.

We have received many commendations on the improved appearance of the *Journal*, for which we are grateful, and we trust to merit them in the future, if we do not now; but commendations alone will not pay for paper and printing, and these expenses must be met. The pledges made at the meeting of the Teachers' Association in August have not been fulfilled, and our subscription list has not increased as we hoped it would. The hard times have undoubtedly hindered many from subscribing, and perhaps the idea that the State patronage is sufficient to support the enterprise, may have induced others to withhold their names. As to the hard times, they affect us just as they do others, and there is not a teacher in the State who could not spare one dollar for an educational journal; as to the State subscription, the copies furnished to town superintendents and district clerks, cost us about one hundred dollars a year *more* than we receive for them, our profits being derived from subscriptions and advertising. The hard times have affected our advertising patronage, so that we shall realize but little from it this quarter, and we have nothing to rely upon but our subscribers. Will not our friends make some special efforts to increase our list?

ITEMS.

THE School Tax raised by the several districts of Grant County amounts in the aggregate to more than the State and County Tax combined.

ABSTRACT OF WEATHER RECORD FOR DECEMBER, 1857.—We are indebted to Mr. J. L. Pickard, of the Platteville Academy, for the following abstract of weather record for the month of December. The table shows the month just passed to be the warmest December experienced in this country for the past six years. It has been as placid as November commonly is, attended by very little snow or rain. Commonly, December is about as blustering a month as there is in the whole year. Here follows the table:

	7 A.M.	2 P.M.	9 P.M.	Month.
Average,	26 42°	35.93°	30.19°	30.84°
Highest,	42°	50°	42°	44.33°
Lowest,	14°	26°	18°	·20°

Rain six days,	·549 inches.
Snow seven days,	5.5 Inches.
Rain and melted Snow,	1.149 inches.
Prevailing Wind, S. E.	

TEMPERATURE COMPARED WITH PREVIOUS YEARS.

Average for 1852,	28.37°
" 1853,	24.08°
" 1854,	25.23°
" 1855,	18.49°
" 1856,	11 88°
" 1857,	30.84°

By this table it will be seen that the last December was warmer by nearly 19° than December 1856.

It has been 2·00° warmer the November 1857.—*Platteville Examiner.*

EDUCATION IN IOWA.—The following figures are from the report of the Superintendent of Public Instruction, recently made to the Iowa Legislature:

Number of organized school districts in the State,	3,265
Number of persons between the ages of five and twenty-one years,	195,285
Number of district schools,	2,708
Number of pupils in school,	
Number of teachers, male,	1,572
" " female,	1,424
Number of district school-houses, brick,	168
" " " stone,	74
" " " frame,	936
" " " log,	585
Aggregate amount paid teachers during year from teachers' fund,	$126,357 77
Amount of voluntary subscriptions,	71,784 58
Amount of teachers' fund in hands of treasurers,	45,990 85
Cost of district school-houses,	571,063 91
Amount raised during the year by tax for erection of school houses,	146,703 74
Proceeds of sales of school bonds, cash,	41,339 00
" " " credit,	110,954 96

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A WORD ABOUT LYING.

The first sin which darkened this earth was a lie. It was committed by the prince of darkness upon the tree of knowledge, and ever since, the increase of wisdom and learning seems to have been followed, to a certain extent, by a decrease of veracity. Lying is the fruitful parent of other sins, the evil spirit which goes out to make room for seven others, the cancer which eats up the vital powers of our higher nature. This seems to have been felt by ancient nations. The Grecian Mythology punished even the deities for lying, and the old Persians' Catechism of Moral Philosophy contained only one great foremost demand—"to be true to one's self and to others."

The old Germans had a proverb, "A word, a man," while now frequently a man is but a word, and in the old Saxon and Gothic languages there is but one word, "ligan," to signify prostration of body and of soul, while in modern German and English there is but little difference of pronunciation or spelling between *liegen* and *lügen*, or a "liar" and a "lier."

We are surrounded by lying deeds, deceptions, or imitations, and have become so accustomed to them, that we are willing to forbear whenever they make their appearance. There has been a time with several nations, when the relation between the governing and governed rested on a true moral basis; but now the science of politics uses the sheep-skin cloak of patriotism to cover many a deed of selfishness and oppression, chooses liberal names for illiberal acts, and sometimes a glorious end is made to justify ignoble means. The practice of law has lost a great deal of its original purity, and many a lawyer will take greater pains to gain before court the case of his client, than to examine into the true state of things. In trade assertions are frequently made which are known to be wrong, or spurious articles are sold for genuine goods. The architect uses wood,

sand, and paint to imitate stone, paper to build marble walls, and fresco-painting to make the interior of a room appear larger or higher than it really is. Our ceremonies, literally understood, contain a great deal more than they are intended to convey. Much of our poetry is but fiction—not the history of what has happened, but the creation of imagination. In all dramatic performances the actors, as well as the spectators, are for a while withdrawn from real life. We have imitations of all kinds of jewelry, American Eau de Cologne, counterfeit money, manufactured hair, false eyes, teeth and limbs.

We hate to be told by any one what he knows to be untrue. Bankruptcy, and even murder, are less shameful than a lie. No flush of the cheek is more burning than that which follows the detection of a falsehood. Why is it? Is the word more than a deed, or the tongue more important than the hand?

Jean Paul explains it thus: "When I confront another person, our souls are, as it were, hidden in our bodies. I may guess at his character and intelligence by his eye or his general appearance, but I am without certainty. It is ouly through language this embodiment of thought, this audible reason, that I can converse with him. The tongue is the telegraphic wire between soul and soul, his last will is revealed by his spoken word, and the action of his soul lies clearly before me. The importance of the spoken word has lost in intensity by the invention of writing. When an idea is expressed, not in the living, life-giving word, but in dead characters, drawn upon lifeless paper, it loses, to a great extent, its power and vitality, and consequently a lie, when written or printed, appears less punishable. But how annihilating when the spiritual I of another human being communes with mine and tells me a downright lie! His living soul is vanished at once, only his bones, flesh, and skin are before me, and the words spoken by his tongue are just as insignificant to me as the wind whose howling does not indicate any pain. A spoken word may explain or annihilate many deeds; but it requires many deeds to neutralize the sting of one spoken lie. The liar treats his tongue as the beggar does his hand organ; the instrument plays a plaintive air, while the possessor rejoices at the money he receives. The liar is unjust. I give myself without reserve to him, while he gives me only his body; and by building a draw in the free bridge of true conversation, which he opens and shuts at his pleasure, he makes me a tool of his will."

It will be seen at a glance how important it is that children be trained to speak the truth. Only a clear understanding of the child's inclinations, peculiarities and capacities will enable parents and teachers to devise the best plans and means for its progress. For if a child is accustomed to lie, many other evil thoughts and habits may hide themselves behind that screen, and thus escape being observed or checked. It is still worse when a spoken lie has been previously matured, when, in telling it, the child is perfectly at ease and confident of success. In such a case, the whole position of those who educate, and of him who is to be educated, is changed;

the child has gained a superiority over parents and teachers, and the latter become a plaything in the hands of the former.

The question now comes—*What is the best method of training children to speak the truth?* and the nearest answer is:

First. Prevent as much as possible the first lie. It is natural for man to be in harmony with himself, to act as a unit, to speak and appear just as he feels and thinks. To dissolve this union of inward reality and outward appearance is unnatural, and can be accomplished only by a great effort. The first lie is always spoken with a trembling, undecided appearance, and a downcast eye. But when the strong fortification of truth is once taken, the good protecting angel of innocence recedes, and every subsequent lie is uttered with less effort and accompanied by less remorse. The rule just given is applicable to many cases which are often overlooked and still more frequently not sufficiently observed.

Never consider that a lie which was not intended for one. Little children, up to five years of age, have lessons to learn which are harder, greater, and more important than adults usually imagine. The proper use of the five senses, a discrimination of the impressions thus made upon their minds, and a true expression of their ideas through the organs of speech in words, which are arbitrarily chosen, and not connected with the thing observed or the thought created—this is the task assigned to early childhood. Happily, children perform it most cheerfully. They learn language in a playful way. They never tell a lie. Their talking is only loud thinking; the first half of a thought affirms what the second denies. They will repeat words many times and form strange combinations. All such talking is mechanical exercise of the organs of speech, or repetition of what they have heard, and therefore without meaning or significance.

When children begin to utter connected thoughts, a new difficulty arises in *mistaking the true meaning of words*, and from ignorance of *grammatical construction.* Mistakes are made with regard to number, tense, or person; particles which express expansion or limitation, affirmation or negation, are used in the wrong way; the degrees of comparison are disregarded, or a part is taken for the whole, or *vice versa.* The child may have misunderstood a whole question, or confined his attention only to the last words. In each of these, and many other cases, the answer or statement of the child may be wrong in the eyes of an adult, and yet perfectly true within the limited sphere of a child under eight years of age.

Another cause which makes children often appear as if they deviated from truth, is their *active imagination.* They will imitate the doings of adults, with whom they come in contact, and play schoolmaster, carpenter, auctioneer, or soldier. They will hold town meetings, capture a thief, or arrange a funeral procession. They expect others to feel and act just as they do themselves. They breathe life into inanimate things around them. Their dolls are living babies, eating, drinking, sleeping, and crying; a stick becomes a fast-running horse, and a paper boat carries a whole army of living soldiers. They make no careful discrimination between past, pres-

ent, and future. An expected pleasure is to them a present reality, and an alarm of a punishment they have met with in the past, will be experienced anew with the original intensity as often as they are reminded of it. Their hours and weeks are long or short, according to their feeling. All their experience and knowledge is the material with which they color their past trials or joys, magnify present impressions, and form new combinations, or build castles in the air. They live in dreams when waking, and are awakened by dreams when asleep. Up to a certain period they can not distinguish things as they are, from the creations of their fancy, and are therefore liable to be misunderstood.

It is not sufficient, however, *not* to accuse the child of a lie, when it is actually innocent; we must, as much as possible, *remove all temptation to tell a lie.*

If we could see clearly how our mental and moral faculties are called forth and developed by circumstances and events, we should meet many a case where adults caused a child to tell what was known to be untrue, and then punished it for it. If it is known with certainty that something wrong has been committed, parents or teachers ought first to ascertain whether the child knew the act to be wrong or not. In the latter case only proper instruction and advice are needed; any thing beyond that is of evil. But if the child is conscious of having done wrong, it should be met with a firm accusation which would not leave the least room even for the thought of a denial. If it be not fairly ascertained that the child did wrong, a skillful way of catechizing has been found the best method of getting at the truth. The questions ought to be put calmly, kindly, and in such a succession that the child does not see the connection between its answers and their consequences. After some facts are established, the child's true position is often clearly seen. This method, however, requires practice, skill, and, above all, an earnest zeal to benefit the child, whatever the cost may be. Young parents and teachers are apt to fail in these attempts. They are either so fond of their charge as to overlook many a case which ought to be investigated, or have not time and patience enough to arrive at a satisfactory result. Sufficient time must also be given to the child to consider fully the true meaning of the questions, or else an inconsiderate answer may be given in haste. If cases occur where, in all probability, the first lie may be expected, it is preferable not to mention such a case at all. The little child must be kept as long as can be in the belief that the parent or teacher knows the truth and is free from error.

Never advise or command a child to lie. This point is seldom in all its bearings strictly observed. Children are sometimes made to ask one's pardon, when they do not see any thing wrong in their doings; or they are commanded to show signs of affection to persons whom they do not like; or they are taught to learn and utter complimentary phrases, which they feel to be but words without meaning; or they are compelled to speak words of thanks after punishment, when they feel any thing but thankfulness. A mother wishes to be undisturbed, and advises her daugh-

ter to tell callers that she is not at home. A member of the family is to be surprised with a present. The child has heard of it, but is told to deny all knowledge about it if it should be questioned. An adult plays with children, hides himself, and asks some of them not to betray to the others where he is hidden; not to mention cases of a grosser kind which occur in the lower classes of society, where the division line between truth and falsehood is almost invisible.

Secondly. When a lie has been told, find out the motive and treat the child accordingly. The merit of a deed lies neither in its appearance nor in its subsequent consequences, but only in its motives. To read these in the hearts of the pupils is one of the highest duties of all those who have to deal with children; and to purify these is to elevate their moral standard most effectually. The various motives which induce children to lie, may be brought in three groups—indiscretion, fear, and desire.

Lies of *indiscretion* are committed without forethought or plan. They may occur in conversation. The child, in talking with an adult, expresses his loose ideas in words still less precise than his thoughts, and thus an original misunderstanding may cause the reproach of a lie. The child may be asked to testify as a witness before the family circle, to give advice to his playmate in a critical position, or to repeat a story. In these, as well as other cases, the child may have received a wrong impression, or his memory may be at fault, or his feelings and imagination may be wrought up to such a pitch, that he is incapable at the time to discriminate between appearance and reality. What is to be done in such a case? Sometimes the simple advice not to make fun, but to speak in earnest, may be of good effect; at other times it may be well to point out some of the contradictions of the statement, and request a correction of the mistakes. Or if the habit not to be careful enough continues, the child may be told that it will fall in disrepute, as one who does not adhere to truth. Good advice, instruction, and encouragement are all that is needed to counteract and prevent lies of this kind.

Another potent cause of lies is *fear*. A lie of fear is always committed when something has been done which the child knew to be wrong. The evil deed lies behind—confrontation and detection before him. Conscience tells him that punishment must follow, and imagination condenses and magnifies such punishment beyond proper limits. In the pressure of the moment there seems to be but one way of escaping, and with a trembling voice and downcast eye, the deed done is denied. In many of these cases parents are perhaps as guilty as their children. Their look, voice, and appearance magnify the importance of the deed, and the degree of punishment. They will even get into a passion, and speak words or commit deeds worse than those which they pretend to punish. In examination of this kind there is seldom enough kindness and forgiveness shown to make the child conquer his fear and confess the truth. The parent must feel really sorry, and try to make the child feel that it was its own deed which produced this perplexity on both sides. It would be faulty, however, to

hold out frequently the promise of forgiveness as an inducement to plead guilty. Parents must keep their hands free to punish or forgive.

The worst lie is that of desire. It is committed when false statements are made in order to obtain a certain wish. The object is clearly in view; in order to reach it, a plan is made, the best means are chosen, and the lie is told deliberately, and with full knowledge of its being a sin. Words and manner are carefully selected, the liar loses his identity, and becomes a mere performer. No child begins its bad career with such a premeditated violation of truth; it has always been prepared for it by the preparatory classes just mentioned. The conscience of a willful liar is already trodden under foot, and any other evil deed may be done; if temptation comes, the heart inclines to it, and a false statement will hide the deed from men.

The detection of such a lie should always be followed by a severe punishment. Rousseau and Kant propose to disbelieve for a while, all statements of a child after it has told such a lie. This may be good in some cases, but at other times, especially when the child has stated the truth, it might put parents or teachers in rather an awkward position. Jean Paul thinks it best to condemn such a child to abstain from talking for a certain time, but this would prove to many a lazy child, especially in school, rather a reward than a punishment. Dr. Diesterweg and Dr. Benecke recommend, especially for young children, a comparatively severe corporal punishment, inflicted not in the heat of excitement, but after a while, in a loving, compassionate spirit. Dr. Dinter relates in his writings a case where one of his school-fellows was cured radically in the following manner:

B, the son of a laborious mechanic, was the intimate playmate of C, who had rich parents. As B's father had met with considerable disappointment in his business, B expected no Christmas gift. He thought, however, he might have a pleasant time if C's father would invite him to spend Christmas eve at his house. Both boys agreed to carry out this plan. B told his father that he had been invited for that evening to Mr. C's house, and C begged his parents to give an invitation to his friend. Both fathers happened to meet and talk about this subject. They agreed upon a plan according to which both were to be punished by their own deeds. On Christmas C met B and took him to his own house. He was received kindly, but when the gifts were distributed and enjoyed, he, as an unexpected guest, did not receive any thing. It was the custom of the teacher of that place to call on some families that evening. According to agreement he called on Master B, and Mr. B accompanied him to C's house. Here the lie was detected, and in an adjoining room sentence was pronounced that C's Christmas tree and a new suit of clothes were to be given to a poor boy in the neighborhood, while B had to share his gifts with a boy appointed by the father. This had the desired effect. Both boys became truthful men.

Thirdly. The most potent factor is a good example. It surpasses the

best preaching and teaching. On this point philosophy and experience agree, and but a few remarks will be needed.

Little children like to play. It is well if adults will join them from time to time in their harmless amusements. More care, however, should be taken not to strengthen or confirm erroneous ideas or creations of their imagination. The child must learn to distinguish between the playful prattle and the earnest talk of those around him, or between a little comedy, in which the members of the family are the actors, and the earnest drama of real life. To teach that difference practically, requires considerable attention and delicate taste. One child will bear more than another, and one adult can go further than another without doing any harm. All the words and deeds spoken and done by adults in the presence of children, should be carefully weighed, and always be founded on truth. If a boy grows up in such a pure atmosphere of truth, it will require a strong temptation from without to make him tell a lie. He is true to himself and others, first by imitation, then by habit, and last by principle and religion. The same is true in the opposite direction. Experienced teachers can judge pretty correctly from the appearance of children, how high the moral and intellectual barometer ranges in those families in which they were brought up.

Children under six years of age should never be taught to conceal any thing, even if the secret were of the most innocent character. An object which is to remain a secret should be known only by adults. The heart teaches to speak, and reason to hold one's tongue. Little children have no developed reason, but they abound in heart. If an adult can not keep a secret, how is a ch'ld to be expected to keep it? And will not the child, that is initiated in the secrets of adults, learn thus to hide secrets of its own?

Finally. Adults should keep their promises. No one is compelled to make such, but every one is bound by honor and truth to keep them. Children seldom forget promises made to them, but oftener those which they make themselves. It will be for their benefit not to ask too much of them in promises, but so much the more in fullfilment. To speak what one thinks, and to keep what one has spoken, is natural to man in his normal condition. If only the weeds of lying are kept away, and proper opportunities are given, the desire for truth will grow, and truth will make him free.—*Massachusetts Teacher.* Ohs. A.

Good Example.—The deposits in the Massachusetts Savings' Bank exceed $33,000,000, belonging to 177,375 depositors. What an illustration of the industry and thrift of the State.

[The writer of the following states that it was not written for publication; but as an exhibit of the condition of schools in the country generally, we believe that it will interest our readers, and we trust to be pardoned for the liberty we have taken in publishing it.—ED.]

JANESVILLE, *February* 15*th*, 1858.

MR. EDITOR:—I have noticed in some of the late numbers of the *Journal* considerable complaint (and I think not without reason), that school officers, teachers, and others interested in the same good cause, do not contribute as generally as they ought, to the columns of their Educational Organ. Especially are our town superintendents charged with remissness in this respect; at least they appear to be about as *chargeable* as any other class, and as I happen to belong to the last mentioned class of *official dignitaries* (!) it may not be improper, even at this late day, to respond, if only to apologize for this apparent neglect, to which *I* freely plead guilty.

Now, by way of apology, I will say that I am but a common farmer, like hundreds of my fellow town superintendents, and have little time and less ability to attend to the responsible duties of an office that *should* be filled by practical teachers. Besides this excuse (which I think, by the way, is reasonable), is the fact that nothing has transpired in the dull routine of *our* common school affairs, which I supposed would especially interest yourself or the readers of the *Journal.*

I own that the schools of this town and vicinity are subject to the usual sameness of country schools generally. About the same order of exercises is observed, and the same course pursued in each. The history of one is the history of all, with only an occasional episode to vary the general course. One teacher is engaged who fullfils his or her allotted time and retires; another follows on in the same beaten path, with perhaps some slight deviations; and thus the wheel seems to revolve with a kind of mechanical uniformity.

Now these oft-repeated occurrences have but few charms for the majority of the people. This is an age of fast things. People are only satisfied with the marvelous. Hence their lack of interest in the dull, slow progress of the child while treading the lonesome paths of juvenile education. Too many have learned to despise the "day of small things." They can not bring their minds down to the contemplation of any thing so childlike as our common schools. Even parents and guardians are too apt to forget that their *own* zeal and ambition, as well as that of the teacher, is necessary to stimulate the scholar to vigorous exertion, and to inspire him with a love of school and study. Too many seem to think if they provide school-houses and books, hire teachers and send their children to school, nothing more is required of them. There are many who profess to feel deeply interested in the education of their children, and in the welfare of schools generally, who yet fail to appreciate the importance of entering

into the spirit of the cause, of showing by their practice, as well as by their precepts, that they are in earnest. It is not enough that parents send their children off to school, but they should see that they go regularly and punctually, that the teacher's classifications and plans may not be disarranged and frustrated by the tardiness or irregularity of the scholars; and they should visit those schools frequently, to cheer the scholars by their presence, and encourage them with their counsel and advice.

I confess that the people of this town are negligent in this respect; they *do not visit their schools.* A majority do not take that active interest in the matter that would secure the greatest good of the common school system; and I believe this lack of interest to be the greatest obstacle in the way of our educational prosperity; for where such a state of things exists, the children catch the spirit of indifference, and consider going to school a matter of mere form, and the school-room a dull, gloomy place. When they see their parents more intent upon storing up wealth, providing something to glut the appetite, or to please the eye of fashion, than in promoting the good of the school, they are apt to look at education as a thing of secondary importance.

I would not be understood that this lack of interest among parents prevails to an unusual extent in *this town*, but on the contrary, we have a sufficient number of live, active friends of education to keep the machinery in successful operation; and I think our schools, as a whole, would not suffer by comparison with those of a majority of towns in the State.

I have visited the schools under my charge twice during the present winter term. I find them doing remarkably well, as a general thing. In one or two cases, however, all things do not seem to be entirely satisfactory; but I think, taking all circumstances into the account, that our schools are decidedly flourishing; that the most of them are, in fact, an honor to our town. They are, with a single exception, under the charge of male teachers, *all* of whom are teachers of considerable experience. Our school-houses are all good, substantial buildings, pleasantly situated and conveniently arranged, but not one of them is furnished with a map, chart, painting, or any thing of the kind. One school has lately been provided with a small globe, which is the only piece of school apparatus in town appropriated to the use of pupils. A reform is certainly necessary in this respect. Some of our people are inclined to think any thing in the line of *school-room* furniture one of the superfluities of the age, and any improvement in the method of instruction or discipline of schools, a modern humbug, because it does not harmonize with the *golden rule* under which they received instruction. But I have wearied your patience already. Yours truly, A. O. W.

WHITESIDES, who was the first Speaker of the Assembly for this State, has been elected Speaker of the Lower House of California.

[For the Journal of Education.]

METHODS OF TEACHING.

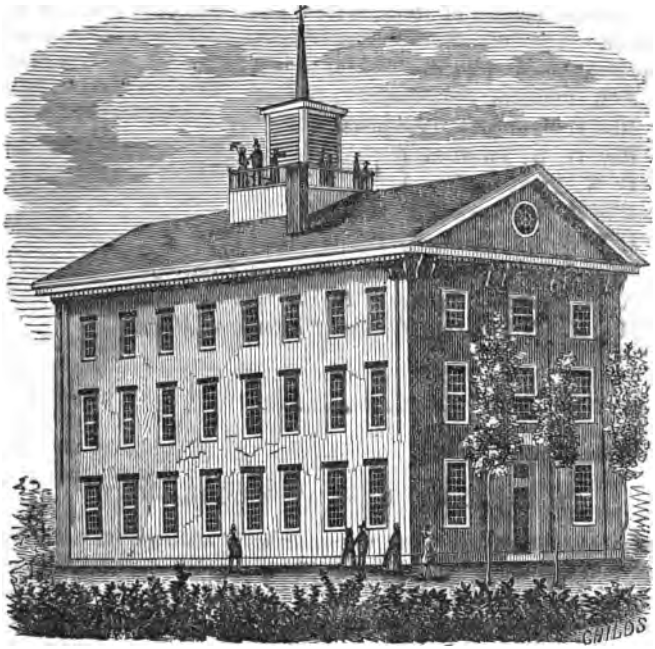
ASIDE from thorough teaching from text-books, no teacher should neglect a thorough system of real instruction. For instance; let him draw a representation of the solar system on the black-board, or perhaps better still, on a large card, to be hung in the school-room, and then, at stated times of general exercise, enter upon its explanation, and advance step by step, in a familiar style, till he has given his pupils a general outline of astronomy. Then proceed, by short and familiar lectures, to explain the causes of eclipses, always illustrating upon the board, and in succession take up the subjects of seasons, tides, etc. At each exercise let the teacher question his pupils on the preceding lesson. In a similar manner a knowledge of the outlines of astronomy, philosophy, botany, history, etc., may be imparted, which many of his pupils would never otherwise acquire, and in a manner, too, almost making it a recreation, and divested of all tedious poring over books, at the same time awakening an interest in the mind of the pupil which may eventually lead to a desire for a more thorough acquaintance with the various branches.

Let recitations also be enlivened by the statement of facts illustrating the subject, a knowledge of which the teacher may have gained by his own reading; the recital, also, from time to time, of anecdotes having any connection with the text, will give additional interest to recitations. No one who has read the travels of Bayard Taylor, or other tourists, could fail to have acquired a fund of information which might be made available in teaching geography, and no one who has been an extensive, or even a moderate reader, can fail to have acquired a fund of miscellaneous information which may with profit and interest be given orally to his pupils.

There is a certain class of teachers who seem to think their duty satisfactorily discharged when they have heard the lessons of their pupils by rote, which they have learned from their text-books, and contemplate their labor with a good degree of self-complacency, while the idea scarcely enters their mind that any thing further is requisite. L.

THE Free Masons of New York propose to erect a monument in honor of Dr. Kane—a snow peak of immense height—in the park of the Cooper Institute, to be of white marble, of irregular shape, with four tablets in the base, appropriately inscribed.

PLATTEVILLE ACADEMY.



Platteville Academy was incorporated during the winter of 1841–2. A frame building, 30 by 40, was erected during the summer following, the lower part of which was used as a house of worship by the Presbyterian Church until the winter of 1846–7. The first Principal was Rev. A. M. Dixon, now of Blake's Prairie, in this State. He was succeeded by several, who taught in the midst of much trial, and with greater or less success. The present Principal, J. L. Pickard, entered upon his work in November, 1846. The "Old Academy" was occupied for six years, and was then sold to aid in the erection of the present edifice. The present Academy was erected during the summer of 1852, and was finished in 1853–4. Its size is 70 feet by 40. The basement story is 4 feet above the ground. The first story is 16 feet high, affording a hall of excellent height. The lower story is divided into the school hall, 50 feet by 40, an entrance hall, and two recitation rooms, one on either side of entrance hall. The school hall is seated with Boston furniture (double desks and chairs.) The second and third stories are each 11 feet in height, and are divided into 16 rooms and suits of rooms, for recitation rooms and dormitories. The structure is of blue limestone, laid up in range work, but undressed. The win-

dow and door caps and sills are of a light colored limestone. The cost of the building and ground upon which it stands (about 8 acres), was not far from $14,000. The foundation of another building has been laid at a cost of $2000.

The average number of students for the past five years has been about 200 a year.

Its present board of instruction are:

J. L. PICKARD, *Principal.*
Miss F. S. JOSLYN, *Preceptress.*
Rev. D. W. PICKARD, C. W. PICKARD, } *Associates.*
Miss M. B. PATTERSON, *Assistant.*
J. R. SHOOK, *Teacher of Penmanship.*
THOS. J. LAW, *Teacher of Drawing and Painting.*
A. M. SANFORD, *Teacher of Piano and Vocal Music.*
Mrs. H. W. PICKARD, *Teacher of Piano and Melodeon.*

PHYSICAL EXERCISE AT SCHOOL.—No. 1.

IT seems to be generally agreed that there is a dangerous tendency in America, on the part of the city and village population, at least, to a neglect of physical culture. The transcendental philosopher of Concord, who will hardly be accused of too materialistic a tendency, intimates a belief, "that in every efficient man there is first a fine animal." If a well developed, well trained animal-nature is necessary to *efficiency*, it is equally certain that bodily hardihood and vigor, with a capacity and love for out-of-doors activity, are needful for the highest *enjoyment* of life. Much of the true zest of living, and, unhappily, much of its burden and its affliction come from the muscles and the nerves. Again, De Quincey, who will hardly be suspected of undue fondness for the physical, as against the spiritual, asserts as strongly as Catharine Beecher can, the intimate connection between good health and a *sound morality*. "Foremost among the duties which a man owes to himself," he says, "is the duty of cultivating his own health. All fixed derangements of the health are doubly hostile to the moral energies; first, through the intellect, which they debilitate unconsciously in many ways; and next, both consciously and semi-consciously, through the will. The judgement is, perhaps, too clouded to fix upon a right purpose; the will too enfeebled to pursue it."

For the vigor of the intellect, therefore; for the correct and energetic action of the moral nature; for the highest enjoyment of life; and for the greatest efficiency in all its pursuits, a more careful cultivation of physical health, and a more complete development of the physical man is required.

And in this, as in every other great interest of humanity, it is necessary to begin aright in childhood and youth.

Considered with reference to schools—and I use the word school here in its large sense—this subject has for these pages a special interest. How far, and in what way, can the school be made to contribute to, or at least prevented from interfering with, the physical development of the young?

There are certain considerations connected with this general question, which I here omit, such as the number of hours that should be spent daily by youth of any given age, in confinement and mental application; the proper arrangement of the school-room with reference to temperature, light, and ventilation; and the most suitable construction of school furniture with a view to the health of pupils. Passing by these themes in the present paper, I wish to call attention to the necessity of making arrangements, in connection with all our schools, for healthful and invigorating exercise on the part of the pupils, during the intervals of relaxation from study. In country districts, where, when not engaged in the school-room, the scholars have free range over field and wood, the matter of outdoor exercise may generally be left, perhaps, to take care of itself. But in villages and cities the case is widely different. Here special care is required, first in the location of school-houses to secure ample grounds for exercise, and then, in the arrangement and furniture of those grounds, to provide for varied forms of bodily activity.

There is, however, a disposition sometimes, not merely to neglect the means of physical training in connection with school studies, but even systematically to get rid of all active games and amusements; to make the school, as much as possible, a place of mere study, and to banish every thing else as hostile to the purposes for which youth are there assembled. In an academy or college, for instance, propose arrangements for dancing, for ten pins, for gymnastic exercises, and straightway worthy teachers and professors will be found protesting against them, in dire apprehension of a dearth or death of study. The same fancy, combined with the passion for what is called "economy," builds village and city school-houses on little lots of ground, containing hardly room enough for the decencies of life, and furnishing no adequate space for sport and exercise. Teachers find it troublesome to regulate the active games of youth, to prevent contention and damaged window glass, and accordingly discourage such games, and countenance the selection of school-house sites of such a character as to render boyish sports around them impracticable. In some schools, otherwise excellent, I fear there is a disposition to discourage, even absolutely to forbid, the assembling of pupils in the vicinity of the school-house before the hour for the commencement of the indoor studies, and to hinder all energetic play on the grounds sacred to learning. Special circumstances in the actual situation of schools in large cities may sometimes render this necessary; but certainly it seems to me a most unfortunate necessity, and one that ought to be guarded against with the greatest care, or removed at the earliest possible moment. Under ordin-

ary circumstances, instead of discouraging, I would in every way encourage the assembling of pupils for play before school-hours, or their remaining on the grounds after the expiration of those hours, with the approbation of parents. Then, instead of regarding their sports and exercises as something by which I was expected to be annoyed, or in which, at least, I was not to be supposed capable of taking an interest, I would, so far as opportunity served, mingle in them myself, take a hand at the ball or the bat, the club or the quoit, jump with jumpers, run with the runners, and climb a rope or a ladder, hand over hand, if I could, with the best of them.

The author of "English Traits" tells us that the English student loves the company of his horse better than that of his professor; and adds that the student, in his opinion, is right; the horse is, in fact, better company for him. Doubtless for some hours every day, and for many a day in the year, this is true. It would do the student no harm though, if he could have the company of his professor and his horse both together. Certainly a teacher can not spend all his time with his pupils; other relations and duties forbid; but so far, as these will allow, he will find that association with those under his instruction, in all their varied sports or exercises, will both impart a fresh glow of youthful feeling to his own mind, and give him additional influence over their intellectual and moral character. The late Dr. Arnold understood this well, as he did so many other things in the pedagogue art. "I should say," he writes to a young tutor, "have your pupils a good deal with you, and be as familiar with them as you possibly can. I did this continually more and more before I left Laleham, going to bathe with them, leaping and performing all other gymnastic exercises within my capacity, and sometimes sailing or rowing with them. They I believe always liked it, and I enjoyed it myself like a boy, and found myself constantly the better for it." With these wise and characteristic words of the great schoolmaster of Rugby, I close this number.

O. M. C.

EXCERPTA.—Some read to think, these are rare; some to write, these are common; and some read to talk, and these form the great majority. The first page of an author not unfrequently suffices all the purposes of this latter class, of whom it has been said they treat books as some do lords; they inform themselves of their titles, and then boast of an intimate acquaintance.

THERE are three kinds of praise—that which we yield, that which we lend, and that which we pay. We yield it to the powerful from fear, we lend it to the weak from interest, and we pay it to the deserving from gratitude.

For the Journal of Education.

MR. EDITOR:—In the March Number of the *Journal* is an article by H. S. P., headed, "Our School System." The writer protests against the act of the Legislature for the "Relief of Academies and Normal Schools." Now, by refering you to that article, we wish to speak of his objections without repeating them.

In the first place, we ask H. S. P. if academies and colleges are not the property of the State, in that they are working directly for the best interest of the State? Not in a private or local sense, but in a public and general manner. And shall the State withhold encouragement from them, because, forsooth, she has never voted that they are hers? Shall the parent disown the child till the family meet and vote that the child is a member of the family? If academies are not needed in the system of education, why are they filled beyond their capacity of accommodation by young men and women, almost as soon as they are opened. From the Infant School to the University there is no class of schools doing the amount of good both in furnishing *competent teachers*, and in the general diffusion of knowledged, *pro rata*, as are the academies. And since they are but coworkers and fellow-laborers in the great work of education, how are they "conflicting in their operations?"

Again, admitting that the ten or eleven schools asking to be remembered among their fellows by the State, could not furnish *all* the teachers the State needs, could a "Central Normal School" do it? Could ten? The State Normal of N. York has signally failed to furnish *all* the teachers for that State. Her chief supply is from her academies. We by no means under value Normal Schools, but cheerfully give them full credit; but their importance should not be pushed too far. Without at all gainsaying the importance of educating teachers, but giving that branch all due importance, we ask if the State has no interest in educating her young men and women, except teachers? Is all else lost labor? Has not the State of New York nobly endowed institutions for general purposes, without insisting that none but teachers shall be benefited? Nor does she deem it devoting "public monies to private enterprises." Again, objection is made to charging tuition. It is a fact, that the average salaries of the male teachers of graded schools is fifty per cent. above that of professors in academies. Generally the lowest endurable tuition is charged, and all save a bare competence for teachers is appropriated to the general interest, viz., repairs of buildings, apparatus, etc. We know of teachers in academies, and those, too, of invaluable worth as teachers, whose average salaries are less than four hundred per annum. And these academies are sending out from fifty to eighty teachers yearly, and efficient teachers, too. Now we ask what is the duty of the State toward such schools? Is such

an institution a private enterprise? Again, H. S. P. does "not believe" that a normal department attached to academies is a proper agency for training teachers; as the course of study and discipline is altogether different from that which ought to obtain in our common schools. The first element in every teachers qualifications, is a *thorough education.* With this he will do better from his own genius and ability than any amount of training in the art of teaching can make him do without it.

One of the chief faults of teachers lies in beginning to teach too young, and before the mind is sufficiently trained for the individual to be independent and self-reliant. Now a thorough course of drilling, not only in the branches usually taught in the common school, but also in the higher branches, where, by the aid of the normal department, the student may receive instruction in the art of teaching also, we "believe" will make efficient teachers.

As to the opinions of distinguished teachers we have all due respect for them. As a general thing we believe the views were formed on the "sunny-side."

It is not the object of this article to underrate Normal Schools. We believe that a more general extensive good may be secured by a normal department in academies, than by a central Normal School, and with far less expense, *pro rata.*

For the State to ignore her academies, or discourage them, is blowing the sand into her own eyes. Very truly,

A. R. CORNWALL.

WISCONSIN STUDENTS IN THE CLEVELAND MEDICAL COLLEGE.—At the recent annual commencement of the above institution, at Cleveland, among those who had the degree of M. D. conferred upon them, were Henry L. Barnes and L. Seymour Shepard, of Ripon, Wis.

REMBRANDT PEALE, the veteran painter, of Philadelphia, says that Washington's height was six feet and one-eighth of an inch; his weight 220 pounds; his complexion florid, eyes deep blue, and hair dark brown. He was sinewy rather than muscular, moving with an easy majesty. He was a handsome man.

"MUSCULAR CHRISTIANITY."—We think this term, though cleverly intended, is wrongly applied. If religion hangs on a question of muscle, then the Mussulman must be the leading and most powerful member of the church.

[For the Journal of Education.]

WATCH THE MAIN SPRING.

MESSRS:—The saying "That political thieves have squandered one-half of our school fund, and a sham school system and incompetent teachers the other half," ought to receive our most earnest attention: and now while there seems to be a disposition on the part of politicians to investigate and expose fraud in their borders, it certainly becomes us to investigate also, and show what we have done with our part of the spoils. As long as the treasury is left open and unguarded, and thieves are not pursued, doubtless there will be numberless greedy eyes and stealthy fingers about the public crib; and as long as our school system will permit, doubtless the greater part of our share of the school fund will be paid to incompetent teachers.

It seems now to be a prevailing opinion that our existing school system possesses too little real worth, and is too near a complete wreck to be revived or be remodeled, but should be abolished, and a system introduced better adapted to the times, and better suited to secure a wise appropriation of our school fund, and through which a competent State Board may have a general control of all public schools, and as far as possible avoid the evils and irregularities now so common. To prepare and establish such a system must require time, and should call into action our best talents and most extensive experience, and we must have recourse both to theory and systems already tried and proved. It would be vain indeed to establish a system evidently bad in theory, or condemned by just experiment.

The system which was to some extent discussed at our last State Teacher's Association, and which has in substance been laid before the people in former Numbers of the *Journal*, claims for its origin the most successful systems in our country.

We design in this article to consider still the subject of the State Board of Education, which we believe to be the principal pillar of the system. That there should be such a board seems not to be doubted, and that such board should have the general control of all the public schools seems also to be granted; and also as soon as provision is made, should elect the State Superintendent. But what should be the relation of such board to the general system, and of whom it should be composed, appears not to be so well defined. To determine this point we should, of course, first consider the work to be done, and secondly, what class of men, by their qualifications and occupations would be best fitted to perform it. It is acknowledged that this board should have a general control of all public schools. Now it would be indeed unreasonable to suppose that any set

of men, having no knowledge of the schools themselves, would be fit too control them, but it would be natural to suppose that those persons, otherwise qualified, who are best acquainted with the schools, know their wants, their circumstances, their general standing, etc., would be best qualified to have such control.

The County Superintendent is the only person that really holds a position to gain the requisite knowledge. And he not only holds a position which gives him power to lay plans for the success of the schools, but also to execute those plans. Again, it is admitted that the same board should have charge of the State Schools. These institutions should constitute the grand superstructure and crowning point of our system, while the common public school should form a strong and enduring foundation. However, if such institutions are not profitable, they ought not to be established; but if they are worth more than their cost they must be of interest to all, and every section should demand its share of the profits. The schools now established, or proposed for our State, are, the University with its three departments of literature and science, of law, and of medicine; the Agricultural School with its three departments of agriculture, mechanical arts, and commerce; and the Normal School.

Granting that these schools are of importance equal to what is claimed for them, what county will not demand at least one voice in their control, and will not need at least one competent person to see that her children have their proper places within their walls. All the people should be made to know the character and worth of the schools, and each county should support regularly each school in all its departments. Here we wish to consider again who occupies the most favorable position, and who, all things considered, is best fitted to labor for those institutions. The County Superintendents must necessarily meet yearly in convention, to establish uniformity and permanency of system in our common schools, and discuss and lay plans for their general improvement, and each in his respective county must hold teachers' institutes and other educational conventions, must visit all schools, and all neighborhoods, and occupy his time in advancing the general interests of education, and thus must necessarily acquaint himself with all classes, and with their educational wants.

Now should each County Superintendent be constituted a member of this Board, and have a voice in the management of these schools; then being acquainted with, and having an interest in both the schools and the people, he would occupy a position that would enable him to do a work that no other person can do. But such board would be too large, would be cumbersome; a broadax is too large for making pens, and an army too cumbersome to guide an Indian's canoe, and such board would be too large to live within a stone's throw of the institutions, or make monthly visitations, but not too large for their duties.

We can not here present the duties of this board in detail, but will notice, as before, that it will, of course, be necessary to place the immediate care of the State schools in the hands of an executive committee that

should execute all orders of the board, and in all things be responsible to the board.

In conclusion, we hesitate not to say that the board that controls the public schools must be acquainted with those schools in order to give them success, and the board that controls the State schools must be able to hold the people in one hand and the schools in the other. BROADHEAD.

COUNTRY SCHOOL HOUSES.—No. 2.

BY THE EDITOR.

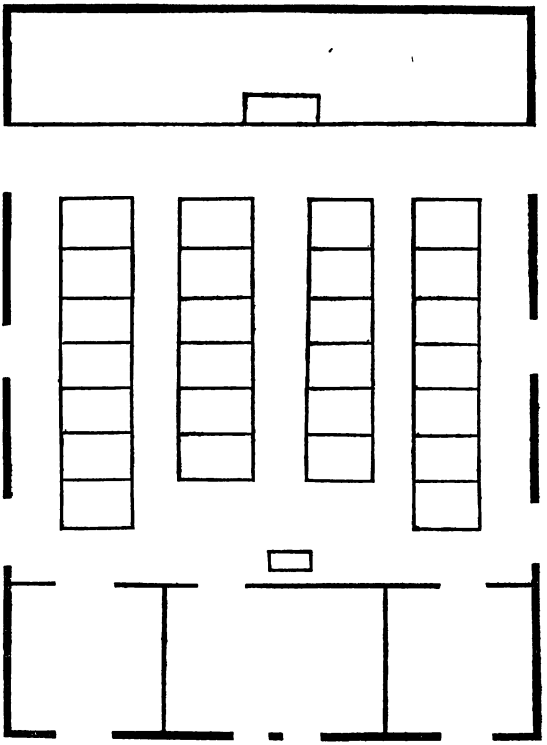
AFTER selecting the site for a school-house, the next thing in order is to determine the size of the building. This is usually settled by guess work, or by the estimated cost of the edifice when completed, whereas it should depend entirely upon the number of pupils to be accommodated, and instead of first fixing upon the outside dimensions, and then arranging the inside to suit those, the inside should first be arranged, and the size be determined by such arrangement.

A gentleman showing a friend over his house was asked by him how he had managed to have every thing so convenient, to whom he replied, "I first arranged the shape and size of my rooms, and then put the outside around them." The planning of a house, like the education of an individual, should be developed from within, and the size and shape of residences and public buildings should be determined by the wants of those who are to occupy them, and not simply by the vote of a district, or the taste of an architect.

In determining the size of a school-house reference should be had not merely to the number of children needing accommodation at present, but also to the probable number who may be residents of the district for several years in the future. A district in which there are forty children of an age suitable to attend school, should erect a house capable of accommodating sixty pupils at the least.

We will suppose, then, that a house is to be built to accommodate that number of pupils; the size and arrangement of the seats are first to be considered. The best arrangement is a single seat and desk for each pupil, (like some of those advertised on the fourth page of the cover of this Number) but when such can not be had, double seats and desks for two pupils will do very well, and will cost but little more than the old-fashioned long seat and desk.

A desk for two pupils should be three and a half feet long, and from fourteen to eighteen inches wide, and, together with the seat, will occupy a surface three and a half by two and a half feet. We may now draft the



outlines of a row of seats and desks of the size specified, in order to find how much room we shall need to accommodate sixty pupils. The above cut represents the ground plan of a school-house, drawn on a scale of ten feet to the inch, an examination of which will give the reader a clearer idea of the matter than can be obtained from the text.

The parallelograms in the center represent rows of seats and desks, of which there are in the four rows twenty-six, besides which, eight pupils may be seated in front of the first desks, thus accommodating sixty scholars. The center and side aisles are three, and the others two feet wide, making thirteen feet in width occupied by the aisles, and as each desk is three and a half feet wide, fourteen feet occupied by the desks, and allowing one foot for the walls, the building will be twenty-eight feet wide. Of course a brick or stone building would roquire thicker walls. The length of the building is next to be considered. Seven rows of seats and desks, each occupying a little less than two and a half feet in width, will make seventeen feet. The space in front of the seats, between them and the teacher's rostrum, should not be less than four feet, and is drawn that size in the cut. The rostrum (see upper part of the cut) is six feet wide, and

extends entirely across the room, and should be elevated eight or ten inches above the main floor. The teacher's desk stands on the rostrum facing the central aisle.

Three feet space is left between the rear desks and the partition separating the school-room from the ante-rooms. The stove is placed in the centre near the partition, and the pipe should lead to a chimney in the rear end of the room, which if the building is made of brick or stone, should be built in the wall, if a framed building it may be supported by brackets fastened to the studding, and in all cases it should extend into the school-room far enough to receive the pipe, which should never pass through the ceiling, much less through the roof, as it often does in country school-houses. The ante-rooms (one in each corner in front) are eight feet square —including the walls—and should be fitted up with shelves on one side and hooks on the other. They may be lighted by a sash over the outside doors.

The room between the entrances is twelve feet long by eight in width, and may be used for a library and apparatus room, or when the school is very full, it may be used as a recitation room, in which some of the more advanced pupils who are preparing to teach may hear the recitations of the primary classes, and thus lighten the labor of the teacher and obtain some knowledge of the methods of communicating instruction before they assume the sole charge of a school.

We are now ready to ascertain the length of the building. Commencing in the rear we find the rostrum six feet; space between the rostrum and seats four feet; space occupied by seats and desks seventeen feet, between desks and partition three feet, ante-rooms eight feet, so that a building to accommodate sixty scholars should be thirty-eight feet long by twenty-eight feet wide. The rear wall is included in the width of the rostrum, and the partition and front wall in the width of the ante-rooms. The spaces in the side walls are intended for windows, those in the partition for doors, the outside ones in front for doors, and the middle ones for a double window. In our next issue we will consider the matter of furniture, blackboards, etc., and give estimates of the cost of the building.

A Sea Wave.—If one could but introduce the image of a true sea wave, one massive fathom's height and rood's breadth of brine, passing by but once, dividing the Red-Sea, on right hand and left, setting close before our eyes for once, in inevitable truth, what a sea wave really is: its green mountainous giddiness of wrath; its overwhelming crest, heavy as iron, fitful as flame, clashing against the sky in long cloven edge; its furrowed flanks all ghastly clear, deep in transparent death, but all laced across with lurid nets of spume, and tearing open into meshed interstices their churned veil of silver fury, showing still the calm abyss below, that has no fury and no voice, but is as a grave always open, which the green sighing sounds do but hide for an instant as they pass! "—*Ruskin.*

Superintendent's Department.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Madison, *March*, 18*th*, 1858.

THE following points of inquiry, and the opinions given, are taken from the correspondence of this Department for the last two months; and from the frequency with which most, if not all, have recurred, it is presumed they will prove of general public utility. Respectfully yours,

S. H. CARPENTER, *Assistant Supt.*

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

DISTRICT OFFICERS.

Q. If a person ineligible be duly elected, and acts officially, are his acts legal, if he should afterward be decided ineligible and his office declared vacant?

A. If the election is made in good faith, and the officer proceeds regularly in good faith, his acts are legal, until he is decided ineligible, and his office declared vacant; but not afterward.

Q. Have the District Board the power to prescribe the studies to be pursued in school?

A. The School Law makes it imperative upon District Schools to have certain branches taught, but the same law gives the Board power to add such other studies as they may deem proper, such as writing compositions, declaiming, etc.

Q. If the Clerk of a District refuses to carry out the wishes of the School Board as to contracting with teachers, or approving bonds, what course shall the District Officers take?

A. Section 86 of the School Laws imposes a fine upon the Clerk, and other District Officers, for neglect of duty. The Clerk, and all District Officers, must be left to their own discretion in their action, but a persistent refusal to carry out the wishes of the Board, should vacate the office of the person who thus acts. Harmony of action should be preserved, or the efficiency of the school is very much impaired.

Q. How shall a decision of a Town Superintendent be treated during the pendency of an appeal to the State Superintendent?

A. The decision of a Town Superintendent is, in all cases, to be considered as valid and binding, until the same is reversed by the State Superintendent, and his decision is filed with the Town Clerk.

Q. Can the State Superintendent divide a district?

A. He can not; he can only decide a case on appeal.

Q. Can a teacher decide upon what studies are to be pursued in school, and enforce their recitation?

A. He can, with the advice of the Board. If the Board, knowing the facts, take no action, it may be construed into a tacit approval.

Q. Can the District Board dismiss a teacher, after a contract has been duly entered into?

A. If, under such circumstances, the teacher is dismissed, the Board are liable for the teacher's wages for the full term for which he was hired. A teacher once hired should not be dismissed, except for imperative reasons, as it breaks up the regularity of the schools, and endangers the prosperity of the district, as it may not be possible to procure another teacher in time to meet the requirements of law. Several cases have already come to the knowledge of this Department, in which districts will be deprived of their apportionment for this reason.

Q. Can a Town Superintendent teach school?

A. H can not teach as a *qualified* teacher, as he can not qualify himself. If the Board hire an unqualified teacher, they are individually responsible. No school money can be received from the State if the school is taught by an unqualified teacher, and the Town Superintendent, while acting as such, can not be a qualified teacher. If he wishes to teach he *must* resign as Town Superintendent, and receive a proper certificate of qualification from his successor.

Q. Can the District Board forbid scholars from without the district attending school?

A. This matter rests entirely with the discretion of the Board. The first duty of the District Officers is to meet the wants of the children within their own district, and if they see fit they can admit others. In no case can a tuition fee be collected from scholars from without the district.

Q. Can the Director of a District enter a law-suit against the Clerk, or ony other person, without the consent of the Treasurer, or of the District?

A. The Director has no such right to commence a suit against the *Clerk*, but he could institute proceedings against the Treasurer. Either the Town Superintendent should commence proceedings against a District Clerk, or else the District Meeting should institute such action, when the Director may appear for and in behalf of the district.

Q. If a District Officer removes from the district, is his office vacant?

A. Certainly. An officer must reside in the district.

ASSESSMENT AND COLLECTION OF TAXES.

Q. If a district votes a tax, and the Clerk neglects to certify the tax to the Town Clerk, so that the tax is not levied, will the tax be put into the next assessment roll, if an annual meeting intervenes?

A. The language of the law is explicit: If the tax *for any reason* is

not levied the same year it is assessed, *it must be* put into the assessment roll of the next succeeding year. The fact that an annual meeting intervenes makes no difference whatever. The tax *must* go into the assessment roll of the next year.

Q. Can a tax which has been levied, but no further steps taken in regard to it, be rescinded at a special meeting?

A. If no further steps have been taken beyond the levy of the tax, it can be rescinded at a special meeting, *provided* every voter in the district has been notified of the meeting, and of the object of the meeting.

Q. Can a district vote a tax at any but an annual meeting?

A. The law is positive; an annual meeting only can levy a tax of any kind.

Q. Has a Town Treasurer a right to make up the State Tax from the School Tax?

A. The law is not very clear; yet we think he has no such right. The law reads: "The Town Treasurer shall pay over the full amount of State tax, though it may occasion a deficiency in the Town taxes." The School tax is not strictly a Town tax, and the law further authorizes the Town Treasurer to pay over the School tax even before the time for the payment of the State and County taxes, or before it could be determined whether there was to be a deficiency or not.

Q. Is it the duty of the District Clerk to give a description of the lands in his district to the Town Treasurer for the purpose of District taxes?

A. It is not; the duty of the District Clerk is to return a list of persons and corporations in his district liable to School tax.

Q. To whom shall the School District tax be paid when collected?

A. To the District Treasurer in all cases.

Q. If a tax has been levied and collected for a specific purpose, can the money be expended for any other purpose?

A. It can, provided every voter in the district be notified of the meeting. Still, such changes should be avoided as far as possible.

Q. If a School District tax is returned to the county, is the district obliged to take county orders on settlement?

A. The law reads: The County Treasurer must collect it, and "pay over the *money*." The law never recognizes county orders as legal tender. No amount of them can ever legally settle a debt—they are like a promissory note, evidences of debt. Still it is customary to take county orders and wait until they can be cashed, but there is no law requiring a district to accept county orders, in lieu of cash on a final settlement.

Q. Is it obligatory upon a district to levy a district tax in addition to the tax levied by the County Board in order to receive the School money from the State?

A. The law only requires towns to raise the tax levied by the County Board. The other tax is beyond the requirements of the law, and is levied by the district to meet its necessities.

Q. Shall the School tax levied upon towns by the County Board, be paid to the County Treasurer, or to the Town Superintendent?

A. In regard to the payment of School taxes, the law is not very explicit, but still, the intent of the law is plain. *No* monies raised and collected in any town for school purposes, *should be paid to* the County Treasurer, but be retained by the Town Treasurer, and paid by him to the Town Superintendent on application. The School tax levied upon towns by the County Board, is not a County tax. The State makes the county its agent to distribute the School Fund, and hence requires the county to see that the requirements of law, in relation to the tax levied upon the towns, are complied with; but this power to superintend the tax-levy, does not make the tax a County tax; so that the taxes levied upon towns by the County Board, are not to be paid to the County Treasurer, but to the Town Superintendent; otherwise there would be a percentage taken twice—once by the Town Treasurer, and once by the County Treasurer.

[We are obliged, for want of space, to omit many points of interest, which will hereafter appear in the *Journal.*]

[We would call the attention of Town Superintendents to the follow notice, republished from the February Number of the *Journal,*]

Office of Supt. of Public Instruction,

MADISON, *February* 1*st*, 1858.

TO TOWN SUPERINTENDENTS,

GENTLEMEN:—

You will confer a favor on this Department by returning to the Office of the *Wisconsin Journal of Education*, the names of the District Clerks elected in your several towns at the Annual Meeting in September last.

Each District Clerk is entitled to a copy of the *Journal of Education*, and in order to insure its regular receipt by those officers, it is necessary that the publishers of the *Journal* should have a complete list of their names and post office address.

LYMAN C. DRAPER,

Supt. of Public Instruction.

CIRCULAR TO TOWN SUPERINTENDENTS.

Distribution of Webster's Unabridged Dictionaries.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION.
Madison, *March 15th*, 1858.

A new law has just taken effect to provide for completing the distribution, by the State Superintendent, of WEBSTER'S UNABRIDGED DICTIONARY. So much of the law as relates to the proper steps to be taken to obtain the Dictionaries is herewith annexed; to which the attention of Township and District School officers is respectfully called.

It would be particularly advisable that the Town Superintendents, as far as possible, and not the District Clerks, should be the medium of applying for Dictionaries; otherwise double applications might be made for the same district, thus creating confusion, and necessarily delaying their procurement.

The Town Superintendents, Commissioners of Schools, and City Superintendents, would much facilitate the object desired, by furnishing also, as the accompanying form implies, a list of Districts heretofore supplied.

With the affidavit, transmit also an order for the delivery of the Dictionaries, or designate how they are to be sent. Very respectfully,

LYMAN C. DRAPER, *Supt. of Public Instruction.*

Chapter XXII.

AN ACT to enable the State Superintendent of Public Instruction to complete the Distribution of Webster's Unabridged Dictionaries. Published March 18th, 1858.

SEC. 2.—The State Superintendent of Public Instruction * * * upon the receipt of the affidavit in due form, which shall be kept on file in his Office, of any Town Superintendent or Commissioner of Schools, or Superintendent of Schools for any City, or the District Clerk of any School District in this State, that such City, Town, or District has not yet been supplied with the said Dictionaries or Dictionary, as provided by an Act approved March 21, 1855, then, the said State Superintendent of Public Instruction shall distribute, as per order, to said City, Town, or District, sending one Dictionary for each Public School and Department thereof taught therein.

SEC. 4.—Any Town Superintendent of Schools, the Commissioners of Schools, or Superintendent of Schools for any City, or the District Clerk for any School District in this State, who shall be guilty of making any false affidavit to the State Superintendent of Public Instruction, concerning any of the said Dictionaries, or who shall, upon the receipt of the same, refuse or fail to deliver it or them for the use of the School or Schools in their several Towns, Cities or Districts, shall, on conviction thereof, be punished by fine of not more than fifty dollars nor less than ten dollars.

SEC. 5.—All expenses incurred in the further distribution of any of the said Dictionaries, to any Town, City, or School District in this State, shall be incurred by the Town, City, or School District receiving the same.

FORM OF AFFIDAVIT TO BE MADE BY THE SUPT. APPLYING FOR DICTIONARIES

State of Wisconsin, } ss.
_____ County, } *being duly sworn, deposeth and saith, that the following Districts in the Town of* _____, *Cuonty of* _____, *and State aforesaid, have never been supplied with* WEBSTER'S UNABRIDGED DICTIONARY, *by the State as provided for by law.*

Districts unsupplied, Nos.

And the following Districts, in the Town and County aforesaid, have been supplied: Districts Nos.

Town Superintendent.

Sworn and subscribed before me, this }
day of 1858. }

RICH MEN.

JOHN G. SAXE.

Enough of censure; let my humble lays
Employ one moment in congenial praise.
Let other pens with pious ardor paint
The selfish virtues of the cloistered saint.
In lettered marble let the stranger read
Of him who, dying, did a worthy deed,
And left to charity the cherished store
Which, to his sorrow, he could hoard no more.
I venerate the nobler man who gives
His generous dollars while the donor lives;
Gives with a heart as liberal as the palms
That to the needy spread his honored alms;
Gives with a head whose yet unclouded light
To worthless objects points the giver's sight:
Gives with a hand still potent to enforce
His well-aimed bounty, and direct its course;
Such is the giver who must stand confest
In giving gloriously, and supremely blest!

Editorial Department.

TOWN Superintendents and District Officers will do well to pay particular attention to the State Superintendent's Department in this Number. Embodying as it does, decisions in reference to the meaning of the school law, and the working of the system, it is worthy of careful study, and, if heeded, will save trouble and expense which are often caused by premature and ill-advised action on the part of districts and officers.

We shall continue from time to time the publication of the decisions and regulations of the department, and thus make the *Journal* a valuable assistant to the local officers in the discharge of their duties, and a medium of communication between them and the State Superintendent.

We are happy to state that Mr. Draper has always manifested the most friendly feelings toward the *Journal*, and evinced a desire to assist, to the extent of his power, in making it useful and successful.

We also feel compelled to State, in answer to complaints which have been made that the *Journal* did not contain the information which the people were led to expect it would, that it was not the fault of its managers, and that hereafter it will be what it professes to be, the "Organ of the Department of Public Instruction," as well as of the "State Teacher's Association."

Believing that it will interest our readers to learn the condition of the schools in various parts of the State we give the following extracts from our correspondence during the last month.

SCHOOLS IN EAU CLAIRE.

MESSRS:—I am glad to be able to state that a decided improvement is manifest in our common schools within the year past, and that a deeper interest is taken by parents and others, than formerly, in the cause of popular education, the bulwark of our liberties, and the hope of the future destiny of our country. In common with most new towns and counties, an undue attention has been given to the more material matter of advance in price of lands and lots, and the universal fever of speculation has raged wildly heretofore in our community. Now, however, those matters have been toned down to their proper position and influence, and we may justly hope for an increased interest and success in the cause of common school education. A large and commodious school house has been erected in this village the past winter, and a good school taught therein. We have but one other district school in this town, which, though small, is entitled to the appellation of the "Banner School."

Four or five new districts will be organized in April, and school-houses be built at once, and schools started immediately. This augurs well for the present and future enlightenment of our community.

C. H. HOWARD, *Town Supt.*

Mr. Lyman Perry writes from Mauston, Juneau County as follows:

Myself and wife are engaged to teach the school in this village for three terms of fourteen weeks each, in a year. One term is now closed. We have had over a hundred and fifty scholars, whom we have taught in two rooms of the same school-house, thirty by fifty feet in dimensions. The school has done well, though we see great opportunities yet for improvement. We are anxious to do all we can, not only to make ours a good school, but to send out good teachers to supply other schools in this new country.

Mr. Daniel Story, Superintendent of Schools Utica, Winnebago County, writes that their schools are in a prosperous condition, that they are determined to have good houses and competent teachers, and adds:

I am safe in saying that we have schools in the Town of Utica to feel proud of.

We commend the suggestion of Mr. Brown in regard to the purchase of text-books by the district to the attention of our readers. We have advocated the plan for several years, and believe it to be practical and more economical than the present one. We will consider the matter further hereafter.

Having had long experience in matters relating to common schools in the State of New York, and in this State, I have found the want of books, and a *uniformity* of books, to be a greater evil than a want of *thoroughly* qualified teachers. I will not dwell here upon the evil, but merely suggest what I believe to be the only remedy *now*.

Let the District Board be authorized to purchase books for the school, and have charge of them as district property.

In relation to the school fund, I think the present mode of collecting fines too expensive, not only so, but sufficiently intricate to befog any grand jury in the attempt to trace out the *errors* of *honest* politicians and office holders.

Perhaps we should get more of the incomes from fines if parties paid to the town treasurer, town board examine docket, settle with town treasurer and parties, the town treasurer pay to county treasurer, he pay to the State; county board, settle with county treasurer, thus every dollar could be traced to the State treasury.

Superintendent Eastman, of Lyndon, Sheboygan County, writes:

Our schools are doing as well as could be expected under the present very unfavorable circumstances. Our school-houses are not what they should be, being but poorly finished and almost unfurnished. There is, however, an increase of interest displayed in the cause of education, which, I think, is due to our teachers' institutes, but we can not hope for perfection with our present system of Town Superintendency.

Rev. Wm. Drummond sends the following good report of the condition of the schools in Dover, Racine County.

Our schools are in pretty good condition, and show signs of improvement. Our scholars, generally, manifest a commendable emulation; and several of them are determined to qualify themselves to be teachers. Three pupils of one school, this

winter, have received certificates of qualification; and I venture to say, that the school of an adjoining district could furnish twice that number. We are by no means disposed to view the aspect of things with a desponding or complaining spirit. I believe that the teachers of this town, during the term now ending, have worked hard and succeeded.

Below we have an answer to the question whether communications between pupils in the school-room can be stopped. We hope Mr. Edwards will favor us with the name of the teacher of whose school he gives such a good account.

District No. 2 of this town has had a model school this past winter, every thing went like clockwork, and so still, the mice would sometimes venture forth; they have certainly had a model set of scholars. Those skeptics who think communications can not be stopped in a school-room, would remain skeptics no longer had they but spent two days in that school-room as I did. Yours respectfully.

A. H. EDWARDS,
Town Supt. of Beaverdam.

Institutions to teach teachers the great want.

In regard to the schools in our town, I would say we have been *tolerably* successful in getting teachers the past winter (*i.e.* competent teachers.) The *great* lack is competency. We need schools for the purpose of *teaching teachers*, and must have them sooner or later. Many of our teachers seem to have a *practical* knowledge of arithmetic, without being capable of demonstrating the "whys and wherefores" of many of the principles.

Good news from Clinton, Rock County.

Every school in town is in a prospering condition, and every teacher will finish his term to the satisfaction of his employers, which has not usually been done; and some schools that have been branded with rather hard names, have redeemed themselves from the stigma that they had brought upon themselves, and are jealous in the cause that should occupy their time, and have made rapid advancement. Yours, etc., GEO. COVERT, M.D., *Supt.*

FRIEND CRAIG:—A few weeks since, while on a visit to Palmyra, I took occasion to pass through the new school building at that place, and to spend a pleasant hour in the High School department. The good cause of education—never neglected here—has taken a decided step forward of late, a fact which I am pleased to note, and to communicate to others. The new building is of fair proportions, two stories high, and the beauty and convenience of its plan makes it highly worthy of a place in the *Journal* as a model for other equally favored districts, and I hope soon to see engravings which will give a more correct idea of it than can be done with the pen. It certainly reflects great credit on the inhabitants of Palmyra for the spirit manifested these *hard* times to contribute the means requisite for its erection, and all praise is due the building committee, to whose indefatigable exertions, in a great measure, is due the early completion of the commodious, elegant and substantial structure.

The higher department is under the charge of Mr. E. B. GRAY, who is wining golden opinions on every side. His discipline and scheme of exercises are admirable, and the interest and thoroughness evinced by the different classes in reciting during my short stay, spoke creditably for both teacher and pupils. Mr. GRAY is well worthy the trust placed in him by the citizens of Palmyra, and the school under his management will soon be rated, as it really is, among the first in the State.

The other departments I had not time to visit, but was informed that they were in the hands of teachers equally qualified to fill their stations. I shall be traveling through the State a considerable part of the time, the coming summer, and will endeavor to drop you an occasional line from the different schools I may visit.

Yours truly, W.

Shall be glad to hear from you, friend "W.," at all times.—[ED.]

FROM THE MILWAUKEE "SENTINEL" OF MARCH 26TH.

"THE winter term of our city schools closes to-day, and two weeks vacation follows. Those of our readers who enjoyed the sight of a spacious, airy, well-lighted and neatly furnished school-house, filled with happy, intelligent, and cleanly children, and conducted by zealous, competent and experienced teachers, can not fail to be gratified by a visit to the Seventh Ward School during the day."

We dropped into the above-mentioned school and spent an hour a short time since, and can testify that the encomiums of the *Sentinel* are well deserved. Mr. McKindley, Mr. Coe, and their able assistants are doing a good work, and parents can not spend a half a day to better advantage to themselves and their children, than in visiting the school.

We also looked into the Fourth Ward School for a few minutes, and though unable to visit all the departments, are gratified to know that with a new and commodious school-house, and faithful teachers, they are moving on in the right direction, and justifying the liberal expenditure of money on the part of the tax-payers. Though unacquainted with the principal, Mr. Davis, we found our former co-workers, Miss Teal and Miss Sacket, still in the harness, and recognized many a familiar face among the pupils.

The Board should immediately supply another assistant in the primary department as two teachers can never do justice to one hundred and sixty pupils.

ITEMS.

Mr. C. K. Martin, formerly of the Fourth Ward, has taken the situation lately occupied by Mr. McWhorter in the First Ward. The Board can not do better than to engage Mr. Martin the coming year, as he is a good disciplinarian and a skillful teacher.

A short visit to the Third Ward School found Mr. Pomeroy and his assistants working as hard as ever. There are few schools in which there are such unity of

aim and effort as in this. The teachers have confidence in each other, and work heartily for a common object. There have been fewer changes of teachers in this than in any other school in the city, a just tribute to their worth and fidelity.

We shall visit the other wards early in the next term.

THE Columbia County Teachers' Institute, meets at Kilbourn City on the first Tuesday in May next, it is hoped that the teachers in that county will make it a point to attend the meeting, as, if properly conducted, a great deal may be learned and much good done.

THE Marquette County Teachers' Institute meets at Berlin the 2d week of this month.

LOOK at our new advertisements this month. We have not room to speak of them. Will do so next month.

OUR EXCHANGES.

The *Atlantic Monthly* for April is received, and is an unusully interesting number. It opens with an article on "The Hundred Days" of Napoleon, graphically written by an eye-witness of the events which he describes, and portraying in vivid colors the peculiarities of that imaginative people, who worshiped the gifted, but misguided genius, whose nephew now rules over France.

The "Catacombs of Rome" is continued, and "The Autocrat of the Breakfast Table," gives us another chapter of wise and witty sayings.

For sale by Bliss, Eberhard & Festner.

WE have neglected to notice the improved appearance of the *Massachusetts Teacher*. It came to us at the commencement of the year with a new and rich, though plain dress, and in regard to matter, our frequent quotations from its pages, show the estimation in which we hold it. Long may it prosper.

THE *New Hampshire Journal of Education* is also enlarged and improved, and is worthy of an extended patronage from teachers and friends of education in the "Old Granite State.",

PROMINENT among our newspaper exchanges is the *New York Independent*, a weekly religious eight paged paper, edited by an association of Congregationalist clergymen, and published by Joseph H. Ladd, 22 Beekmen Street, New York, at $2,00 a year in advance. Though its conductors are Congregationalists, it is a liberal, outspoken sheet, giving religious intelligence generally, without neglecting any denomination, and besides furnishing the current news of the day, is thought by many to be the best financial paper in circulation. Rev. Geo. B. Cheever, Rev. Henry Ward Beecher, and Mrs. Harriet Beecher Stowe, are regular contributors, besides an extensive list of correspondents in various parts of the world. Send two dollars to the publisher and try it for a year.

A NUMBER of articles, notices, etc., are crowded out of this Number. Will appear in our next,

THE

WISCONSIN JOURNAL OF EDUCATION.

VOL. II. MAY, 1858. NO. 11.

PRACTICAL TEACHINGS.—No. 1.

SPELLING.

We have waited for some of our fellow teachers to send us some articles on "Practical Teaching," but we have waited in vain, and in default of other, we shall give a little of our own experience, in reference to various studies. And first, how shall spelling be taught? We need not reiterate the oft-repeated assertion, that this receives too little attention. If any teacher doubts it, let him examine his scholars. Select fifty words, and with proper precautions that the examination is in all respects fair and just, require your pupils to write them, then take the examination papers and see the result. No matter how much previous experience you may have had, you will be astonished at the deficiency which the examination will reveal. If you are not, your experience will be different from ours. I have examined this way scholars sixteen and eighteen years of age, who have spent their lives in the school-room, and I have often found from thirty to fifty mistakes in spelling seventy-five words. I have examined those who could show me the diploma of some institution, and have not unfrequently found them unable to spell five out of ten of the more difficult words in McGuffey's Spelling Book. Teachers, if you think this defect is exaggerated, try the experiment in your own schools. Try it faithfully; not for the purpose of convincing your scholars and yourself that they can spell well, but with the intention to reveal, as clearly as possible, the amount of deficiency which really exists.

For six years, Spelling in the schools under our care has received special attention. We have labored faithfully to find the best method of teaching it, and we know that much which is said about it, comes from mere theorists—those who do not begin to know the magnitude of the work which

is to be done. During the time (a space of two years and a half) in which we have been connected with the schools of this city, no school, from the lowest to the highest, has been allowed to neglect this study, and our teachers are unanimous in the opinion, that accuracy in spelling is more difficult to be obtained, than accuracy in any other branch. Many theories have been suggested in regard to it, and the tendency now is to substitute written for oral spelling. Some teachers discard the Spelling Book, and require the pupils to spell only the words of their reading lessons, and scarcely any, at least among those of our acquaintance, devote that amount of time to spelling, which is necessary to ensure accuracy.

The course which we have pursued, embraces both the oral and written methods. Every pupil, upon entering school, is required to have a slate, and as soon as he begins to combine letters into words in reading, his oral and written, or rather printed spelling commences. The words which he is to spell must be printed on his slate and be brought to the recitation for examination. Spelling is taught not less by the eye, than by the ear, and by these printing exercises, the child at any early age, becomes familar with the form and appearance of words. This exercise is not an occasional one. It must be as regular as the recitation itself. The next point is the degree of thoroughness which shall be required. This can, in the case of young children, be carried to the very maximum. In the schools of this city, we use the Indiana First and Second Reader. In the spelling tables in the First Reader, there are about nine hundred words. In those of the Second Reader, there are about seventeen hundred. No class is allowed to pass out of the First Reader, unless able to spell accurately all the words in it. The examination is conducted by the Superintendent, and from two hundred to three hundred of the most difficult words are pronounced to the class for oral spelling. These words are not merely pronounced once, but the same word is repeated again and again, without indication from the examiner as to its having been spelled correctly. It is very generally the custom to re-pronounce only the mis-spelled words. There is manifest injustice in this, for the second scholar has the advantage of the previous one's mistake. The re-pronouncing of a word should be no indication of correct or incorrect spelling. This should be avoided, not only as being unjust, but because such a method can never induce accuracy: Words having different combinations of letters, but a similar pronounciation, should be given out in connection. In a word, make the examination as rigid as possible, and you will, after a time, obtain all you could desire. Of seven classes, in Primary Schools, examined in this way during the past fortnight, to which at least twelve hundred words were pronounced, but three words were mis-spelled. It is possible in Primary Schools to obtain almost perfect accuracy in spelling. With a very few exceptions, the writer has not for the past two years allowed a scholar in the First or Second Reader to pass out of it, if on these examinations he has missed two words.

This obliges the teacher to resort to every method to test the scholar's knowledge. The attention is called to all words of peculiar orthography. When the pupil passes out of the First Reader into the Second, the same course in oral and written spelling continues, with this exception, that at this stage, the scholars begin to substitute written for printed characters. The same plan is adopted to secure certainty. The lessons are recited, not so that the scholars *may* pass, if possible, but so that he *must* fail if he is not certain as to the whole. It is not always best to pronounce the words in the order of the book, but in such a manner as to bring two words having a similarity in pronounciation but a difference in orthography together. If you find one scholar not accurate, do not indicate it to the class, but try another and another. This not only secures thoroughness, but the plan commends itself to scholars by its exact justice. The common method of passing a word mis-spelled by one scholar, to another, is so unjust, that separate from its faliure to produce accuracy, it should be discarded. The second scholar has two chances, where the first has one: very often there is but one point in the orthography of a word which presents any difficulty; then, the failure of the first scholar determines the point, and the second scholar has the credit of success which accident and not study gave him. I recollect a case in point. A class of twenty-six was reciting. When a failure was made, the word was passed to the next. The lesson was pronounced several times. At its close twelve scholars had failed. These were required to go to their seats and re-learn their lessons. The teacher meant to obtain accuracy. I then took each scholar separately, selecting those words which, from their similarity in pronunciation, would be most likely to produce mistakes, occasionally stopping the recitation of a scholar suddenly, and passing the word to others, no matter whether it had been correctly spelled or not. At the expiration of five minutes I found there were but two who had not failed; some having missed two or three words. By a further trial I found that those two had the lesson thoroughly. In all the public schools of this city, scholars commence the spelling book at the same time that they enter the Third Reader. Different points are assigned for examination, as, for example, when the pupils reach the thirty-fifth, the fiftieth, and the seventy-fifth page. At each advancing stage, the scholar is also held answerable for the previous ones. With the exception of the printing and writing exercises, oral spelling, in the three lower grades of our school, or until the scholars reach the fiftieth page of the spelling book, is mostly relied upon. At this point, however, the usual daily recitations in this branch, are in writing, with however, frequent oral spelling, especially in the form of constant reviews. On Friday of each week, especial time is devoted to this exercise. It is impossible by writing alone, to accomplish the amount of work which is needed in this department. In the High School—for as yet this study, even here, forms an important branch, though we anticipate the time, when the labor performed in the lower departments will render this unnecessary—the writing is conducted with

more care. Each scholar is required to have two small blank books, capable of containing about a thousand words. The daily lessons are written in one of these, the words being pronounced by the teacher with great rapidity. The books are then taken by the teacher and examined. The The mis-spelled words are marked, and the books returned to the scholars, who write them upon the last page of the book. The second book is to be an exact copy of the spelling in the first, but must be carefully written and kept neat and clean. This serves several important purposes, but the one to which we now refer is its value as a spelling exercise. This re-writing the mis-spelled word in its incorrect and corrected form imprints it upon the memory, and the practice of preserving these exercises for public examinations gives a very healthy stimulus to exertion. The recording the mistakes upon the last page, also has a good effect. The teacher, the visitor, the examiner, or the scholar himself, sees at a glance the number of words which he has missed, and also the very words themselves. It is an index of the faithfulness or unfaithfulness of the scholar, and stands as a constant commendation or reproof.

In addition to these written exercises, we have been accustomed to have oral spelling on each Friday; on which day the written lessons of the week are re-spelled, with generally some additional pages. The old-fashioned method of choosing sides is also resorted to, to relieve the tedium of the exercise.

In addition to all this, once a month, seventy-five words are selected, either from the whole book, or an assigned number of pages (the latter is the better method if you have many poor spellers). These words are pronounced simultaneously in all the rooms and are written by all the pupils. The papers are then examined, and a record is made and preserved of the examination of each scholar.—*Geo. B. Stone—Indiana School Journal*

[For the Journal of Education.]

MODE OF TEACHING.—No. 1.

Mr. Editor:—As you are desirous that the teachers of Wisconsin should give you a description of their mode of teaching, I will describe the manner in which I convey instruction. I am not sure that other teachers will succeed well by adopting my mode. I have tried different ways, especially in teaching small scholars to read. Among others, I have tried the manner described by Prof. J. A. W. Andrews, in a letter to A. C. Barry upon that subject, but have succeeded best with the following method, partly original with me, and partly obtained from others.

It is of the greatest importance to begin in the right manner to do any

thing, but to begin the work of instruction in the right manner is absolutely necessary. As the summer schools are about to commence, and instruction in most cases will be given to small scholars, I will commence by describing the manner of teaching the alphabet. I shall write as though I were talking to teachers.

The first object is to cause scholars to delight in learning the letters. These may be taught from the book, but much better from the blackboard. Most scholars will learn quite a number of the letters in a very short time, while here and there one in the course of the alphabet seems to be *unaccountably* hard to remember. If there are six or eight letters that trouble a scholar to remember, he should not be drilled more than a week, for fear of his becoming disgusted with the idea of learning. After having drilled a class one week on the alphabet, if they are unable to learn some letters, let them pass to the reading lessons at once.

Begin with the simplest combinations, and proceed in the following manner: "H-e he, i-s is, he is, u-p up, He is up." After the scholar is able to read it forward readily, without spelling out the words, let him read it backward without spelling out the words, "Up is he." Let him read it both ways until he can read it readily either way, always reading it forward the last time. If in spelling it out the first time a letter occurs which gave him trouble while learning the alphabet, tell him what it is, and let him point it out on different parts of the same page, or any other page. Five minutes spent in this manner will enable almost any scholar to recollect that letter wherever it may occur. In this manner the remaining letters may be learned, without seeming to confine the scholar to them.

After he is able to read one line readily either way, let him pronounce the same words in other lines, until he will pronounce either of them wherever they may be pointed out. The next line may be like the first, with the exception of one word; let the scholar spell this out before trying to read this line, he will then read this line as readily as the first; let him read it backwards and forwards until he can do so without hesitation —He-is-on, On-he-is; proceed in this manner, always reading it forwards the last time.

As scholars advance to words of three or four letters, and to lines containing six or eight words, read in the same manner, spelling out new words as they occur, thus— May I put on my n-e-w new. May I put on my new hat. Hat, new, my, on, put, I, may. When the lesson contains eight or ten lines, let them read it three or four times through, taking care that no scholar reads the same line twice. No lesson should be passed over till every scholar in the class can read every line, either way, without hesitation, and can spell all the words. They should read in this manner, as far as through Sanders' Pictorial Primmer, or any book similar to it.

This method may appear very irksome at the commencement, but scholars become able to read so soon without spelling out the words, that

they will advance much further during one term of school than they will taught in any other manner; at least, such is my experience. Some may object to reading backwards. My object is, to cause the scholars to learn the words. I let them read backwards, that they may not be aided by the sense in remembering them. Most scholars will remember a short sentence after reading it twice; they will sometimes read it without hesitation, when they cannot pronounce half the words contained in it, if pointed out separately. In reading it backwards, they must know every word, regardless of the sense. E. M.

WISCONSIN UNIVERSITY, *April 8th*, 1858.

PHYSICAL EXERCISE AT SCHOOL.—No. 2.

GAMES and sports in the open air! These are what our youth need to give them physical stamina and power to meet the draughts which scholastic studies make upon the body through the brain. These are indeed what Americans, of all ages, want in larger measure, to give a new zest to life, and secure them against physical and intellectual degeneracy. Running, leaping, wrestling, climbing, boxing, fencing, ball-playing in all its manifold forms, poling, quoits, clubs, dancing, and military drill among the games practicable on ordinary school grounds, with hunting, fishing, target-shooting, swimming, skating, and riding among those which must be practised elsewhere; these are the things to make us a nation of energetic, enduring, efficient men.

But why, it may be asked, should these exercises be taken *at school?* Why not make of them an entirely separate matter, and save our schools the trouble and expense attending a matter thus alien from their proper intent?

For many reasons, of which I will state a few:

1st. Because the *physical* culture of the young is *not* alien from the proper intent of schools, any more than their *moral* culture; and the time has, I trust, passed away, when it was imagined that the latter should be dissociated from their intellectual training. All these are best carried on together, under the eye and with the help of judicious teachers.

2d. Because these exercises require the co-operation and mutual stimulus of numbers as well as suitable grounds for the purpose. The numbers required are, in fact, daily assembled at the school-house, and can not conveniently be assembled again at any point remote from it. Besides, if suitable grounds for youthful sports are not provided in connection with school-houses, in the present state of society, it is quite certain that in cities they will not be provided at all.

3d. Because a proper combination of physical, with intellectual exercise

and enjoyment, will endear the school-house to the young, as *more* intellectual pursuits never can. That old brown building, with its dilapidated steps, its marred interior, its stiff, and plain, and unattractive walls, broken windows, its general air of original bad taste and superadded desolation —why is it that whenever you have returned to the home of your boyhood, your feet have so speedily sought its threshold as one of the truest Meccas of the soul? What thronging memories were those which stirred your heart to its depths, and filled your eyes with the luxury of tears? Not merely—if I may infer the experience of others from my own—not merely the memories of books, and recitations, and daily intellectual tasks, nor of teachers and fellow-pupils, as associated with these—though these, too, have their place and their inestimable value in your thoughts. But, blending inseparably and happily with these, come the memories of school-boy sports and games; again you

* * feel the thrill of the daring jump
And the rush of the breathless swing;

again you recall the emulous activity, and endurance, and courage of the play-ground; again you feel yourself returning from its exercises with the fresh glow of health upon your cheek, and the fresh energy which hearty play imparts to all the life-currents in your brain; and again you recall, with a fresh sentiment of interest and of kindness, those with whom you once mingled in those school-boy sports and enjoyments, and wish that you could meet them all again, wherever they may have wandered away in the devious paths of human effort and experience, could take them once more by the hand with the old familiar grip, and ask them "What cheer?" and bid them "God speed!" in the wearisome journey, and the perilous battle of life.

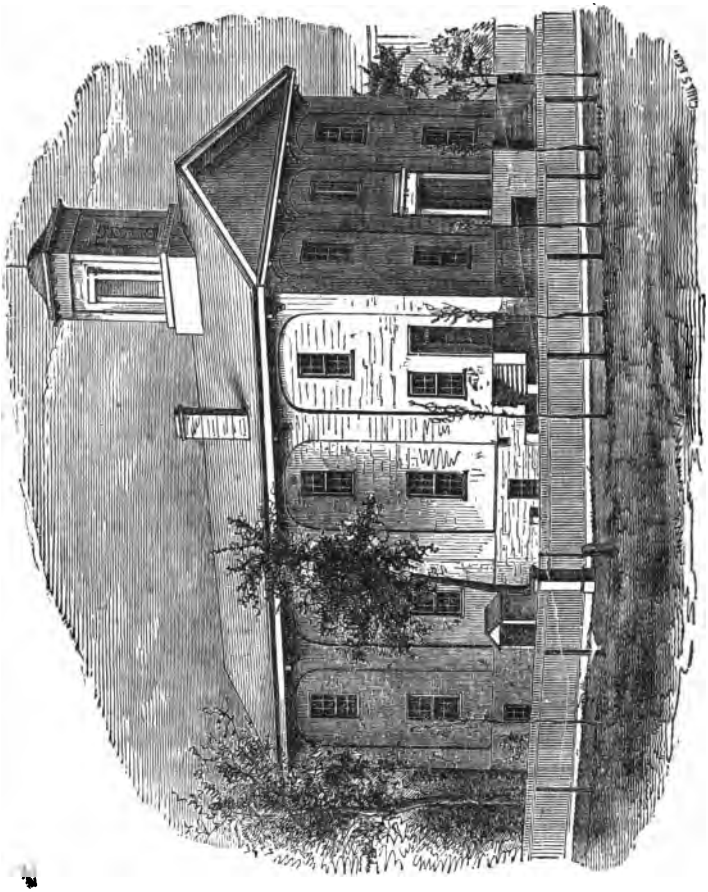
We can not make the place of school education too dear to the young mind. We can not connect with it too many of these sources of a true youthful enjoyment, which can be spared, or, from their nature, must be spared from home. We can not afford to do without the sports of the play-ground; and, therefore, we can not afford to do without the play-ground itself, with its amplest practicable means of sport.

Other reasons might perhaps be adduced, tending to the same conclusion; but why should one be tedious, even though he have a gift that way?

O. M. C.

THE LILIES.—A traveler in Palestine says:

"Not far from the probable site where the sermon on the Mount was delivered, our guide plucked two flowers, supposed to be of that species to which our Lord alluded when He said, "Consider the lilies of the field." The calyx of this giant lily resembles crimson velvet; and the gorgeous flower was of white and lilac, and truly no earthly monarch could have been arrayed more gloriously than "one of these."



RACINE HIGH SCHOOL.

The above is a cut of the Racine *High School Building*. It is a plain, substantial, unostentatious structure. It was completed in December, 1853, and cost about $7000, exclusive of the lot upon which it stands. It is situated on Seventh Street, between Wisconsin and Barnstable Streets, in the heart of the city. The lot and building are now valued at $18,000.

The building is 50 by 75 feet, and is two stories high, exclusive of basement. It is built of brick, and finished in a substantial manner. It accommodates 500 pupils. In the basement are the furnaces, a laboratory, and two primary school-rooms. On the first floor are four rooms, 24 by 31, accommodating 224 scholars. On the second floor is the High School room, 48 by 51, containing 110 desks and seats. The rooms are not as

high as desirable, but they are pleasant and well furnished. Most of them have been carpeted by the scholars, and the walls are furnished with pictures, busts, maps, charts, etc., belonging to the pupils and teachers. The furniture is neat and substantial. In the High School room the desks are single, in the other rooms they are double.

The building is heated by two of Boynton's furnaces, except the basement, which is warmed by stoves. If care is exercised in putting up furnaces, they answer the purpose well. Those now in use work well, although at first there was some difficulty, which was occasioned by those who set the furnaces not understanding the business. The building is tolerably ventilated, when compared with school buildings as *usually* constructed.

We do not propose giving a full account of the building at the present time as we hope to be able to lay before our readers, at no distant day, a particular description of this and the other schools buildings of that city.

SMALL TALK.—But of all the expedients to make the heart lean, the brain gauzy, and to thin life down into the consistency of a cambric kerchief the most successful is the little talk and tattle which, in some charmed circles, is courteously styled conversation. How human beings can live on such meagre fare—how continue existence in such a famine of topics and on such a short allowance of sense—is a great question, if philosophy could only search it out. All we know is, that such men and women there are, who will go on from fifteen to fourscore, and never a hint on their tombstones, that they died at last of consumption of the head and marasmus of the heart! The whole universe of God, spreading out its splendors and terrors, pleading for their attention, and they wonder "where Mrs. Somebody got that divine ribbon to her bonnet?" The whole world of literature, through its thousand trumps of fame, adjuring them to regard its garnered stores of emotion and thought, and they think, "It's high time, if John intends to marry Sarah, for him to pop the question!" When, to be sure, this frippery is spiced with a little envy and malice, and prepares its small dishes of scandal, and nice bits of detraction, it becomes endowed with a slight venomous vitality, which does pretty well, in the absence of soul, to carry on the machinery of living, if not the reality of life.—*E. P. Whipple.*

COWLES, in his excellent history of plants, notices the virtue of hemp thus laconically: "By this cordage ships are guided, bells are rung, and rogues are kept in awe."

DIVISION OF SCHOOL DISTRICTS.

BY A TEACHER.

THERE is a class of people in the world who, if they can not rule themselves, are unwilling to see others rule. Now I am not going to apply this to the affairs of our Government generally, but to the affairs of school districts particularly.

In my experience as a teacher I have found many districts much divided with regard to social, moral, religious, and public questions. Opinions and prejudices were so strong, that children have been kept at home, and received no instruction, merely for the reason that the teacher belonged, or did not belong to a particular church, society or congregation, while his moral character was spotless, and his reputation unimpeached and unimpeachable. He is a relation of some one with whom they are at variance; or a particular person has been instrumental in introducing him to the school; or some one has hired him contrary to their wishes, or some other light frivolous circumstances like these have transpired. They can not have their own way, so they vent their spite and slander upon the ways of others.

These reasons seem to be trivial, but I have several cases at hand which I might supply but for want of space. There are other districts where the school-house is the division line, those upon the one side standing in direct opposition to those on the other. This division of sentiment in the parents begets a like division in the minds of the children.

That mutual, harmonious feeling which should exist between scholars, is thus destroyed to the injury of all.

In other districts the division is between having cheap teachers and good teachers. It seems strange that such a course as this should divide *intelligent* men. I can hardly think that it does, yet districts are thus divided.

Some parents whose children are not as yet much advanced, think that any one will do for a teacher in their case, and think it unfair that they should pay five or ten dollars per month extra to obtain higher qualifications for the benefit of the few. These are a few of the causes which, though trivial, divide school districts.

"SQUIBBS" wants to know if doctors, by looking at the tongue of a wagon, can tell what ails it?—*Exchange.*

Persons who are not doctors can often tell, by listening to a waggin, tongue, what ails its owner.—*Louisville Journal.*

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT

(Continued from the April Number.)

DISTRICT OFFICERS—POWERS AND DUTIES.

Q. Have the District Officers power to substitute for the studies required by law to be taught in the English language, the same studies in German, when the scholars are all Germans?

A. The law is full and explicit: The prescribed studies must be taught in the ENGLISH LANGUAGE, or the district loses its school money. The same studies may be persued in German, or any other language *in addition.* The teacher, even in the case above supposed, must be qualified to teach the required studies in the English language.

Q. In the case of a Joint District, is the district under the control of the officers of both towns, or only of the one in which the school-house is situated?

A. In some respects they are, by express provision of law, under the control of the town in which the house is situated; but in others they are under the control of both towns. If the Joint District was to be divided or altered, both Town Superintendents must act, and both Town Clerks should file the order. Still, if one Town Clerk, after receiving the order, should fail to file the order, as required by law, the other filing it, the division or alteration would not, on this account, be illegal, the law having been sufficiently complied with, and in good faith.

Q. Does the government of the school belong to the teacher or to the Board?

A. The immediate government of the school must rest with the teacher; but his acts are all under the control of the District Board. In all cases, unless it is impossible so to do, the teacher should be sustained by the Board, as any interference on their part, except in his support, weakens his influence, and tends to destroy his authority, and a school without good government is of little use.

Q. If a complaint be lodged before the Town Superintendent against a teacher, is it the duty of the Town Superintendent to grant the case a hearing?

A. Most certainly. He must give a full hearing, and give a decision on the case. His decision may be appealed from to this Department.

Q. If after a school meeting has been called, and business transacted,

it shall appear that proper notice had not been given, that every voter had not been notified, or any other requirements of law in relation to the notice, have not been complied with, is the meeting and its acts illegal?

A. The School Laws, section 10, provide that no *annual* meeting shall be deemed illegal for want of a proper notice, unless it shall appear that such omission was intentional and fraudulent. But in case of a *special* meeting, every requirement of law must be fulfilled to the letter to render the meeting legal; and every matter for the consideration of such special meeting must be specified in the notice for its call.

Q. Has the Town Superintendent power to reject a report made by a District Clerk, if he, of his own knowledge, is certain that the report is false—even wilfully false?

A. The School law, section 43, sub-division 5, reads as follows:

"It is the duty of the Town Superintendent in each town, to see that the annual reports of the clerks of the several school districts in his town, are made correctly and in due time."

That is, the Superintendent can point out and have corrected, mere informalities or clerical errors. But the Town Superintendent must be governed by the reports of the District Clerks in apportioning moneys, even though he may know the report to be false—the law prescribing an adequate penalty for any such false return. The Town Superintendent is an executive, not a judicial officer; he must, consequently, *execute* the laws as he finds them.

Q. Can a district officer qualify, after the ten days have expired in which by law he must qualify?

A. He can not. His office is then vacant, and must be filled by the remaining members of the Board, or if they fail to do so within the proper time, by the Town Superintendent.

Q. Has the Clerk of a district full power to hire a teacher without the consent of a majority of the Board; or has he the authority to refuse to enter into contract with a teacher selected by the united voice of the district, and the other members of the Board?

A. The evident intent of the law in regard to the employment of teachers is, that a majority of the Board shall hire the teacher. If the Clerk obtains, with his own, the endorsement of another member of the Board, they two constitute a majority—the Clerk merely carrying out the wishes of the Board in drawing up and signing the contract in his capacity as *Clerk* of the Board. If the District Clerk had the power to set the other members of the Board at defiance, he would be the sovereign of the district, unless there was some remedy against such an unwarranted assumption of power. There is such a remedy in the law, which, in effect, declares that a majority of the Board shall select the teacher, as two of them are required to sign the contract; then it plainly becomes the duty of the

Clerk to draw up the contract and sign it. If he refuses to do this, the other members of the Board should at once declare his office vacant, and proceed to appoint one in his place who will feel it to be his duty to carry out the expressed wishes of the Board and the people.

FORMATION AND ALTERATION OF DISTRICTS.

Q. Can a Joint District be formed of parts of towns lying in different counties?

A. They can, but never should be, except in cases of urgent necessity. Nor should Joint Districts ever be formed when it can possibly be avoided. Nine-tenths of all the difficulties in regard to the management of school districts, arises from Joint Districts.

Q. Supposing a district to be divided, and the division acted upon; if subsequently the division be declared illegal, is the supposed new district entitled to public money, if the division be annulled previous to the apportionment?

A. The division being considered as legal, and in good faith acted upon as such, it is, for the time being, and until otherwise decided, a legal district; and the subsequent decision of its illegality does not invalidate its action. Besides, if the district be decided as illegal, it retains its vested rights in the old district, and would be entitled to public money on this ground.

Q. In case of the alteration of a Joint District, can the chairmen of the Town Boards, and the Town Clerks of both towns, be called in?

A. As in case of the alteration of a district, the town officers of the town may be called in, so in the case of a Joint District, the officers of both towns may be called in at first; but no appeal can be taken from the action of the Town Superintendents to a Board thus composed.

Q. Can a Town Superintendent alter the boundaries of a district after a former alteration has been annulled by the State Superintendent on appeal?

A. He can. The decision of an appeal decides the case only upon the facts as presented. Upon a different state of facts, or upon a change in the town, upon an increase of population, or any other sufficient reason, the Superintendent, can, in his discretion, alter the limits of a district. A decision of the State Superintendent is not so conclusive and final as to forever prevent the proper authorities from changing their districts. It is conclusive and final, so far as the case under consideration goes, and no farther.

ASSESSMENT AND COLLECTION OF TAXES.

Q. If a district be organized in supposed conformity to law, and levies

a tax and collects it, supposing the legal existence of the district is questioned, and finally denied by proper authority, to whom does the tax belong?

A. The tax belongs to those who levied and paid it, and not to the whole old district, which included the new one. The old district were parties neither to the levy, assessment nor collection of the tax, and can in no manner share in its use.

Q. Have Town Treasurers a right to use the school tax to make up deficiencies in other taxes?

A. *No Treasurer* has any legal right to divert a dollar of the school fund, or the school tax to any other use whatever. We have frequently answered this point, and upon no one point has more trouble arisen. The intent of the law is plain. It is not the part of justice to make the schools suffer for the neglect of a few who do not pay their taxes. The school fund is mainly a gift from the General Government, and the State in its management is simply a trustee for a specific purpose, and so regarding it, has placed in its Constitution a positive prohibition against diverting it to its own use or profit, or, indeed, for any purpose whatever, save that for which it has been specially set apart—the Constitution expressly providing that the school fund "shall be *exclusively* applied" to the purposes of education. The tax levied by the County Board is only a condition of receiving this school fund gratuity, and is in no proper sense a county or a town tax. It is a matter entirely separate, and should be so kept by all who have the management of it in any capacity.

(*To be Continued.*)

[We would call the attention of Town Superintendents to the following notice, republished from the February Number of the *Journal*,—ED.]

TO TOWN SUPERINTENDENTS,

GENTLEMEN:—

You will confer a favor on this Department by returning to the Office of the *Wisconsin Journal of Education*, the names of the District Clerks elected in your several towns at the Annual Meeting in September last.

Each District Clerk is entitled to a copy of the *Journal of Education*, and in order to insure its regular receipt by those officers, it is necessary that the publishers of the *Journal* should have a complete list of their names and post office address.

LYMAN C. DRAPER,

Supt. of Public Instruction.

ABOUT APPEALS.

THE first regulation of the Department concerning appeals, is: "An appeal *must* be in writing, signed by the appellant; and *all* facts therein stated, with the accompanying maps and papers, intended to be presented in support of it, *must* be verified by an oath." The regulations also imperatively require that a copy of the appeal, duly verified by oath, with all the accompanying statements, maps, and papers, *must* be served by the appellant on the opposing party; and a copy of the answer *must* be duly served on the appellant. Notwithstanding these requirements are so plain and positive, there are persons who imagine they *must* visit the State Superintendent in person, and explain and enforce their view of the question at issue. The Superintendent, to be just to himself and his position, can not consent to hear any *ex-parte* statements; he can *only* receive and entertain papers in appeal cases, properly verified, and properly served on opposing parties; and it is only upon such cases, so presented, that a decision can be rendered. The decision must be made from *the record*, and no amount of personal visiting and plying the State Superintendent, can in the least effect the result. It is, therefore, very desirable that parties interested in appeals should *not* personally apply to the State Superintendent with a view or hope of influencing his action. He is determined to hear and examine cases only when "*in writing*," duly "verified," and properly served on opposing parties.

"EDUCATIONAL JOURNAL."

If Town Superintendents and District Clerks would render their towns and districts a useful and lasting service, they should see to it that the numbers of the *Educational Journal* are carefully preserved; for the opinions and decisions rendered by the Department will regularly and continually appear in its columns, and must prove more or less serviceable to every district, in questions of jurisdiction or interpretation constantly arising in the administration of the School Laws. It is by law the duty of each District Clerk to have each successive volume of the *Journal* bound, at the expense of the district, and placed in the district library. It is very desirable that this requirement of law should be strictly complied with. LYMAN C. DRAPER, *Supt. of Public Instruction.*

PRECOCIOUS.—A little friend of ours was recently asked the question, "Who made you?" Placing his hand a few inches from the floor, he answered, "God made so much, and I grew the rest alone."

SCHOOL FUND APPORTIONMENT FOR 1858.

The following table shows the apportionment of the School Fund of this State for the present year, together with the number of children in the several counties:

	NO. CHILDREN.	APPORTIONMENT.		NO. CHILDREN.	APPORTIONMENT.
Adams,	1,948	$1,461 00	Marquette,	6,592	4,944 00
Bad Ax,	2,618	1,959 75	Milwaukee,	17,988	13,458 50
Brown,	4,330	3,247 50	Monroe,	1,887	1,415 25
Buffalo,	159	119 25	Oconto,	373	279 75
Calumet,	1,989	1,491 75	Outagamie,	2,353	1,764 75
Chippewa,	138	103 50	Ozaukee,	5,911	4,433 25
Clark,	86	64 50	Pepin,	318	238 50
Crawford,	2,255	1,691 25	Pierce,	868	651 00
Columbia,	7,890	5,917 50	Polk,	224	168 00
Door,	161	120 75	Portage,	1,618	1,213 50
Dane,	13,800	10,350 00	Racine,	8,210	6,157 50
Dodge,	13,113	9,834 75	Richland,	2,994	2,245 50
Dunn,	421	315 75	St. Croix,	790	592 50
Eau Claire,	349	261 75	Rock,	13,357	10,017 75
Fond du Lac,	11,399	8,549 25	Shawanaw,	99	74 25
Grant,	10,472	7,854 00	Sauk,	6,238	4,656 00
Green,	6,773	5,079 75	Sheboygan,	8,608	6,456 00
Iowa,	6,753	5,064 75	Trempealeau,	457	342 75
Jackson,	659	494 25	Walworth,	9,267	6,950 25
Jefferson,	13,040	9,780 00	Washington,	8,482	6,361 50
Juneau,	2 329	1,746 75	Waukesha,	9,760	7,320 00
Kewaunee,	574	430 50	Waupaca,	4,830	2,122 50
Kenosha,	4,945	3,708 75	Waushara,	3,102	2,326 50
La Crosse,	2,322	1,741 50	Winnebago,	7,148	5,361 00
La Fayette	6,644	4,983 00	Wood,	385	288 75
Manitowoc,	6421	4,815 75			
Marathon,	188	137 25	Total,	241,545	$181,158 75

Seventy-five cents per scholar.

Sheridan said, Beautifully—"Women govern us; let us render them perfect; the more they are enlightened, so much the more shall we be. On the cultivation of women depends the wisdom of men. It is by women that nature writes on the hearts of men."

Plutarch speaks of a long white beard of an old Laconian, who, on being asked why he let it grow to such a length, replied: "It is that having my white beard continually before my eyes, I may do nothing unworthy of its whiteness."

Home Department.

COLLEGIANA.—No. I.

BY G. W. G.

"TAKE the next page to-morrow," said our Professor, and rising left the room. That was a hard-looking old room, too, for it had seen many a year of hard service in the good cause of roots and branches, planes and angles. In short, it was the Freshman recitation room in old D——, and our earliest recollections of college life still cluster *fresh* around those black walls, all bechalked with geometric cones and pyramids, and mysterious symbols of algebraic lore. Alas! could those old black-boards take words and tell of half they have seen and heard, and *felt*, how many woeful tales of fright and frustration would they unfold. What stories would they tell of unwelcome introductions received, and stern rebuffs borne—of the *base lines* of care, the *acute angles* of grief, and the sure *signs* of perplexity that have disfigured their sable faces.

Well, we had recited our first lesson. The class of 18— had gathered there for the first time in our collegiate life.

We could tell by what tribulation and persecution we first found that room—how we went tremblingly up those gravel walks, and mounted those old grey stone steps—and as we stood in doubt, how we asked our trickish Sophomore friend to direct us; and he, scamp that he was, sent us to the room above our own, dedicated to Senior sophistical dignity—and, as we manifested our unsophisticated presence in that honorable precinct, how we were cruelly told that *salt was plenty below*. Ah! well do we remember the chagrin that overwhelmed us, and with what misgivings we descended again that old staircase, and found our *propriam sedem* on those long hard benches. And well do we remember, too, as we sat there in pensive mood, whose name first broke the silence, and whose clear and manly voice responded, as the tangled yarn of Latin *quids* and *quods* was all unravelled into plain English whys and wherefores. Nor was his the leading voice in that hour's trials only; his was a leading mind; and as he led that class in the first onset of a four year's struggle, so did he lead it in all its subsequent encounters, whether with the heavy artillery of Euclid and Newton—the light infantry of Homer and Horace—the strong battalions of Whateley and Stewart, or the beamy spears and burnished blades

of Butler and Edwards. His heart never quailed—his cheek never blanched—his arm never fell.

Memories of him are closely linked with all the scenes of my college life. Well and dearly do I remember where first we met. There is a something in the human soul that tells you who will be your friend. Call it congeniality, call it community of mental habitudes or feelings, call it mental magnetism, or what you will, it is there, and we feel its influence. I felt it then. I knew he was my friend, and subsequent experience proved the truthfulness of my first impressions. We walked; I bless God for walks. How many noble thoughts and lofty aspiration and holy purposes have been conceived when the wandering feet have scarcely known their tread, or felt their weariness. Yes, I thank God for making beautiful and pleasant scenes and sites; and there are many of these about old D——. There is the vale of Tempe, so classically beautiful, through which the miniature Peneus winds its quiet way on to the majestic stream, less noted, but more noble than the Tiber. There also is "Mink Brook"—good old Saxon words both—less classic, but not less romantic than its *confrere*. And then there is that renowned and rocky eminence, sarcastically called in students' phrase, the "President's Garden." And the very fields and lawns, the rocks and trees, all seem to breathe a kind of inspiration. How many noble sons of a noble, fostering mother have left behind them here a kind of high and holy influence that floats in the very atmosphere, and lives in every thing around. We felt this influence, and while wandering over these moors and through these vales, how often did our hearts burn within us. We talked of hopes, plans, and prospects—of duties and determinations, till our youthful hearts fairly bounded with eagerness for the great future. How we longed to break away from the staid and sober present, and leap far onward into the dim and shadowy, but enchanted land of futurity. How we strained our vision to pierce the veil and peer into the darkness beyond. Alas! well was it we could not, for he would have seen the angel with the sharp scythe gathering his early sheaves, and himself bound up in the precious bundle.

My friend was a true one. His firm and friendly grasp told of a heart that had depths in it, and you felt sure that being once enshrined in those heart-depths, no casual shock should dislodge you.

Oh, it is a boon, a very god-send, to find such a friend. How rare they are. He was generous, and kind, and faithful. You knew that he had good thoughts and noble ones, and you could trust your own to him also Together we passed through our college life. Together we drank at Helicon's crystal fount, and trod in classic song the fair fields of Attica and Latium. Together we dived into the depths of earth to bring up instruction, and soared away to the stars to bring it down. We met often around the same sacred altar, and talked of our trust in the same blessed Saviour. We measured our distances and took our bearings, and together we calcu-

lated the problem of our future positions. He was with us, when we, as a class, proudly bore away our parchment rolls testifying, in stately Latin, that we were severally "Artium liberalium Baccalaureus."

Subsequently, in his short but marked career, he showed that he could meet life in its real forms. He was working well:—what is a man worth that will not work?—he was winning friends;—he had found a heart that made his own happy in domestic bliss;—he had taken from the hands of wedded love that precious pledge which awakened a new affection in his paternal heart. He had just begun to live—to live like a man and a christian that he was—and—the bolt has struck. We stand dumb with amazement. The blow has stunned us. When that dreadful shock was over, then memory was busy with the scenes of the past, and I wept. Why should I not? To weep at such a time is not unmanly. Then tears are decorous, satisfying, soothing.

On looking over my epistolary correspondence with college friends and classmates, I find a letter over his signature, from which I venture to make the following extract:

"George, you and I have had many pleasant hours together, back along the path the years have trod; and the memory of them comes floating up this evening sweeter than scented breezes from 'Araby the Blest.' Many a changing scene we'll pass through, upon the bounding billows of life, before we are anchored safely upon the other side of the ocean-stream —but the same Saviour sits at the helm aboard each our barks, directing it. And as we go to that western window of life, and look out upon eternity, and scan the broad future, it is lighted up by a brighter effulgence than ever draped the evening's sky, for the distant hills of paradise are gilded with the *light of immortality*.

" * * * I intend to remain here three or four years, then go to A——, and study two years, then off to the "gut land" of Germany, to finish up—and to travel over the continent to complete my preparatory course for life's duties. From boyhood I have loved to dream of those lands, thickly girt with classic measures, and linger along the streams that bathe the feet of Athens and of Rome—dream beneath the shadows of the Parthenon, and drink from the bubbling fountain on 'woody Helicon.' In later years I have wept at reading the noble German tongue, and longed to sit at the feet of her Gamaliels. I would do some worthy thing for which to be remembered. There is a kind of longing, grasping after something ahead, that leads me on, and over the hillocks toward the sunset of life. Perhaps you may hear from me—and I say it with no egotism, somewhere down the stream. George, I expect the same of you.

"One of the most impressive of my late experiences, was Webster's funeral at Marshfield. I went down to the burying. The country around is unattractive, exceedingly. Webster's place is all. There is something sublime, it seems to me, in his going away down there among the bones

of the Pilgrims, on the lone sea-shore; and while he wanders around there with his fisher's rod, or hunter's pouch, in solitary greatness, two worlds are regarding him with the deepest interest. The mound where he is entombed is about a quarter of a mile from the mansion, and looks out upon the ocean, whose hardy sons he loved so well—and its murmur comes and whispers in the ears of the Great Man, as he lies slumbering there, the eternity of his fame. Oh, how I admired him. I have stood and gazed on that noble form, with tears rolling down my cheeks, while he spoke eloquent words, and turned those cavernous eyes around on listening thousands. 'Never shall we see his like again.' But * * the clock has struck eleven, and I will bid you good night. * * Yours ever, most truly,

O—— J——."

So little know we what is in the dim,
Uncertain future. Hopes are beacons false,
That lure us on, but like the meteor's flash,
Gleam brightly for a moment and are gone,
The winding mazes of life's labyrinth
Are traversed darksomely: a hidden clew
Conducts us, and we know not of the end;
But *he* hath found it.

New Hampshire Journal of Edu.

THE FIRST GREAT GRIEF.

BY AURORA GLEN.

'Twas morn!
And gentle zephyr came with sweet perfume
It had just gathered from dew-laden flowers,
And stole between white curtains, to the side
Of one it oft had wooed from slumbers chains,
To mark the beauties of a dawn like this.
It wandered o'er the cheek—'twas marble cold—
It breathed upon the lips—they murmured not—
It kissed the eyelids—they did not unclose—
And then, affrighted, it flew back again,
To tell its story to the wondering flowers.
The *spirit* was not there; but in a home
Of light, and love, and purest—holiest bliss,
Was drinking its *first* draught of heavenly joy.

Why is it that our hearts throb so with woe,
When the *last sigh* is breathed by lips we love?

Why, when the worn and troubled spirit finds
Rest from its weariness, at last, in heaven,
Are our souls dressed in such dark hues of gloom?
Is it that we would call them back to earth
To tread its darksome paths again? To mourn
O'er hopes decayed, and weep o'er hearts grown cold?
Not so! But from our lives a joy has fled—
A ray of sunlight has forever passed.
We can but mourn and weep, e'en while we *know*
That they, our loved ones, rest in peace in heaven.
'Tis *ever* thus when friends depart, but oh!
How deeper, *darker* is that grief, when she
Who nursed our infancy, and blessed our youth,
Goes back to God, and leaves us desolate.

A *mother's* form lay still, and pale, and cold—
A mother's *spirit swelled* the ranks of heaven.
But oh, how *dark* seemed earth to her who bent
Above the *casket* with such look of woe!
How *deep* seemed that despair! Days passed away—
The smile returned not, which was wont to wreathe
Those lips with sweetness ever—for death touched
The mother's heart, and they two were so linked,
The chill had reached the fount of joy within
The child's, and checked its flow forever.

Oh! is it not a fearful thing
To see a young, fond heart, which ne'er before
Had felt *one touch* of grief, suddenly bowed
With a *great weight* of sorrow! To mark the
Eye grow dim with weeping, and list in vain
For the sweet carol of the voice, which once
Rang on the ear in accents full of joy.

SALEM, OHIO, *February*, 1853.

SPORTS OF CHILDHOOD.—A celebrated female writer thus pleads the cause of little girls:

"I plead that she be not punished as a romp, if she keenly enjoys those active sports which city gentility proscribes. I plead that the ambition to make her accomplished should not chain her to the piano, till the spinal column, which should consolidate the frame, starts aside like a broken reed, nor bow her over her books, till the vital energy which ought to pervade the whole frame, mounts into the brain and kindles the dead fever."

Is not that a clarion peal in which the watchful prophetess warns the "Little Boy Blue" of the danger to his fields and harvests from the inroads of flocks and herds.

Long ago a great man warned us that the "price of liberty is eternal vigilance." But the spirit of watchfulness which "Mother Goose" describes as a youth clad in the national uniform of "blue," has been long asleep under the hay-stack of commercial and private interests, until the sheep are in the meadows, and the cows in the corn indeed; since politicians rule the people instead of being the servants of those so-called "sovereigns," and since the order of the day is fraud and treachery for the sake of the spoils. But the youth has awakened from his slumbers, and sounded the notes of warning throughout the land, summoning to the standard of right and justice the valiant and true to do battle against wrong and oppression.

¶ In the legend of "Jack the Giant Killer" it is related that upon the summit of a lofty rock stood a large white house, and in the house there dwelt a giant, whose antipathy toward Englishmen was so strong, that it was his delight to behead all who came within his reach. At last an end was put to his abominable career by the bravery and determination of a youth, who received, in honor of his valiant exploit, the name of "Jack the Giant Killer."

So at the head of our nation stands a "White House," where dwells in lonely state one who has also *his* antipathies; and, as the head of "MacKeon" falls, we can almost fancy we hear him chanting:

"Fee-fo,-fi-fum,
I smell the blood of a 'Tiemanite;'
Alive or dead,
I'll have his head."

But popular sentiment, like Jack's "bean stalk," is growing higher and stronger, and soon will the "Little Jack" of our day, the enterprising spirit of reform embodied in "Young America," mount by its aid to the very door of that white castle, and, with its vigorous hatchet, decapitate the "giant powers that be."

Again, "Mother Goose" tells us of a wondrous wise man, who

"— leaped into a bramble bush,
And scratched out both his eyes,
And when he saw his eyes were out
With all his might and main,
He leaped into another bush,
And scratched them in again."

In this quaint, homely language did the ancient sybil predict the career of our wise man the "Little Giant," who, but a few days since, when taunt-

ed by an opponent as a turncoat, showed, by the very humility of his an swer, the height of his wisdom. He who does not consider himself too wise to change his opinions, may surely claim to be that wondrous man, who, having committed an error, retrieves it on the principle of homeopathy—*similia, similibus, curantur.* He first ran a tilt against the stiff briers of Yankee principles, and when their sharp prickings, and his torn and bleeding reputation, had convinced him of the fact that "his eyes were out," with all his might and main," he ran the other way, defying the thorns of Southern bushes of every kind. Suffice it for us that his sight is restored.

Not alone, however, to the student of prophecy is the perusal of the Rhymes of the Nursery interesting. In them may be found sources of gratification suited to all tastes. The lover of sentiment may derive abundant amusement from the romantic history of the

"Little man, who had a little mind
For to ask a little maid
For to wed—wed—wed."

The admirer of the drama will observe, in the "Marriage and Death of Poor Cock Robin," a manifestation of emotions and passions which sway the heart of man, while the love of the marvelous finds its gratification in the wonderful tale of "Mother Hubbard and her Dog." The story of the "Fox and Geese," shows the danger of disregarding parental admonition, and the lines commencing,

"Taffy was a Welchman,
Taffy was a thief,"

teach, that retributive justice pursues the wrong doer.

A taste for repartee may receive gratification from the lines—

"The man in the wilderness asked me,
'How many strawberries grew in the sea?'
I answered him, as I thought good,
'As many red herrings as grow in the wood.'"

Let the sentimentalist, then, occasionally lay aside his Byron, the moralist his Milton, the humorist his Hood, and the student of human nature his Shakspeare, and learn of "Mother Goose" the lessons of truth and philosophy, wit and beauty, which she has to impart.

Great Men.—Great men stand like solitary towers in the city of God; and secret passages running deep beneath external nature, give their thoughts intercourse with higher intelligences, which strengthens and consoles them, and of which the laborers on the surface do not dream.—*Longfellow.*

[For the Journal of Education.]

THINGS I REMEMBER.

I REMEMBER! I remember!
  The school-house old and poor;
Without a tree to shade the roof,
  Or shrub beside the door;
Wherein I learned my A B C,
  In life's "delicious spring,"
That golden time of which you've heard
  Romantic poets sing.

I remember! I remember!
  That hot and dusty street,
The weary way I used to go,
With bare and aching feet.
  And when the chilling wintry winds
Froze lake and river o'er,
  I trod the way, with feet that ached,
Still harder than before.

I remember! I remember!
  Old "Murray's Grammar," there
I tried to study it awhile,
  Then gave up in despair.
The teacher said my skull was thick,
  And thought it was a shame;
I only answered "So it grew,"
  But thought, "Am I to blame."

I remember! I remember!
  When vales were bright with flowers,
The wild birds called me from the trees,
  Through the long summer hours.
And wondrous tales the fragrant wind,
  Breathed in my listening ear,
Sweet tales of beauty and of joy,
  That I alone might hear.

I remember! I remember!
  The forests green and old,
Beneath whose spreading branches grew,
  Bright flowers of blue and gold,

I longed to seek their verdant depths,
  But 'twas "against the rule,"
My stern New England parents said
  I must be sent to school.

I remember! I remember!
  The teacher could impart
But little learning to my brain;
  But oh! my very heart
Drank in the holy lesson taught
  Within the whispering wood;
'Twas there I learned the sacred truth
  Of Human Brotherhood!

God speed the day when prison cells
  Shall fright the child no more,
But round the school-room blooming flowers,
  And inside pleasing love,
Shall smooth the way up Wisdom's Hill,
  By weary feet now trod,
And happy childhood daily grow
  In love to man and God.

SYLVESTER, Green County, Wis. C. L. MORGAN.

THE HAPPY SCHOOL BOY.

FOR THE CHILDREN.

I AM a happy school boy, for daily I am blest;
I like to go to school, my boys, and try to do my best;
It is a pleasing task for me, to learn to read and spell;
A world of pleasure it affords, to say my lessons well.

How smiling then my teacher looks, to hear me thus recite,
He fondly takes me by the hand, and says, My boy, that's right;
My heart it swells with conscious pride, that I have done so well:
Who would not be a school boy, and labor to excel!

How pleasantly my school days pass, while thus I am employed;
My youthful spirits buoyed with hope—my heart is overjoyed;
But well I know these pleasant hours with me will soon be passed,
For riper years, with worldly cares, are hastening on quite fast.

My labor now is not in vain, for often I am told,
That education is by far more valuable than gold:
Then I'll improve these precious hours, and give the strictest heed,
That when I'm grown to be a man, I'll be a man indeed.

So I'm resolved to be a man—I will not be a fool;
Then on with caps and mittens, boys, and haste away to school:
To school! to school! be lively boys, we have no time to loose;
And every day we'll wiser grow—what better can we choose.

MENASHA, *Feb.* 14*th*, 1858. S. S. C.

EVERY body that admires bad spelling has noticed the celebrated inscription of "cix live liven ratelsnaix," of Old Dick, who exhibits the "sarpents" on a steamer on Lake George. The editor of the Glenn's Falls (N. Y.) *Republican*, has recently obtained and published a revised copy of the old man's advertisements:

"It is with unfeigned pleasure that we are enabled to lay before our readers this week, (per telegraph) a *verbatim* copy of Old Dick's Notices taken while on a voyage through Lake George:

"'LAKE JORGE, Guli 28, 1851.

"'Lades an Jentilmun, havin gin up snaix i now ofur for ure paturnice a fu refreshments sich as segarze, lemuns, kandes and so on I keaps smal bier tu in botils I am alers at my hofice an when you pass I hope you wont forgit. OLD DICK.'

"A correct copy of Old Dick's Rattlesnake notice, taken with his consent, in 1821, and presented to him as an addition to the above:

"'In this Box air tew W-r-a-t-t-l-e S-n-a-i-x ho wos koched on Black Mountaing, won is forten years olde and tother is ait years olde. Notis syx sents a sight.—OLD DICK.'

"The after part of the *Minnehaha* is embellished with the following choice literary gem:

"'Notiss.—Lades and gentlemun, havin gin up shoin snaix I've gon to sellin the likes of segrs, lemouns, horengis, kandes and so on. I sell bere by the glas or the hul bottel. My offis is forid on the labbord side plese cal round and zammin em.—OLD DICK.'"

"COME here and tell me what the four seasons are?" Pepper, mustard, salt, and vinegar—them's what mother always seasons with."

Editorial Miscellany.

THE attention of Town Superintendents and District Officers is called to the State Superintendent's Department in this Number. It is worthy of a careful perusal.

In answer to numerous inquiries we here state, that the postage on the *Journa* must be paid by those to whom it is sent, the amount received from the State being insufficient to cover the expense of publication and mailing.

As many persons suppose that the State pays us our full subscription price of one dollar per year, we again state that we receive only fifty cents per copy from the State, while the actual cost of the *Journal*, exclusive of the services of the resident and other editors, is fifty-four cents per copy for one year. Up to the last issue the State Superintendent subscribed for thirty-four hundred copies; owing to the increase of the number of districts consequent upon the organization of new towns, the subscription was increase on the first of April to four thousand two hundred copies, and we will supply every District Clerk and Town Superintendent in the State with a copy of the April, and all subsequent Numbers, if they will send us their address, being particular to give the county and town in which they live. As many of the Superintendents will have been changed by the April election, we hope that those receiving this Number, whose terms of office have expired, will hand it over to their successors, who will much oblige us by sending their address, and (in case it has not been already done by their predecessors) the address of the District Clerks in their several towns.

Since our last issue most of our schools have finished the winter term, and from what we have seen and heard, we are led to believe that they are generally in advance of the position maintained a year since, that they are steadily, and in some instances rapidly improving in order, discipline, and methods of instruction. The following notice of the closing exercises at the State University, we clip from the *State Journal* of April 8th:

UNIVERSITY EXAMINATION.—The examination of the classes of the State University, for the present term, was concluded yesterday afternoon by Prof. STERLING's class in Analytical Geometry, and Prof. REED's classes in Mental Philosophy and English Composition.

Prof. STERLING has few superiors as a teacher of Mathematics, and his class gave evidence of the beneficial results of his through and rigid discipline, by the readiness with which they replied to questions, and with which they demonstrated the propositions submitted to them.

The classes of Prof. REED passed their examination in an equally creditable manner. The students were given topics and required to discuss them extemporaneously. They exhibited not only a thorough knowledge of the subjects given them, as far as they are treated of by the text-books, but an excellent command of language, and a good training for extemporaneous speaking. Among the students in this class we hear Messrs. SAMUEL FALLOWS, A. C. BOTKIN, and L. S. CLARK, especially commended for their proficiency.

We were present at the examination of the classes above referred to, and fully

concur with the *Journal* in its estimate of the ability of the professors, and the proficiency of the pupils. We were also present during a part of the examination of Prof. CARR'S class in Chemistry, and were highly gratified to note the clear and distinct elucidation of the principles by the young gentlemen in their short "lectures" on the various topics assigned them. What particularly struck us was the complete analysis of the different subjects, especially by some of the young gentlemen in the Mental Philosophy class, accompanied by a comprehensive grouping of salient points, making the examination attractive to the spectators, and displaying, in a marked manner, the careful training of the teacher, and the consequent progress of the pupil. We did not hear the examination of the classes under the charge of Chancellor LATHROP, and Prof. CONOVER, and KURSTEINER, but understand that they gave decided evidence of ability and thoroughness. While we believe, with many others, that the plan on which the University is organized is open to objection, we are satisfied that the faculty are laboring faithfully in the performance of their various duties.

We spent part of a day in attendance upon the examination of the classes in the High School in this city, at the close of the winter term, and though we heard but two classes, one in geography and one in arithmetic, we are satisfied, from what we heard, and from what we have learned from others who were present during most of the day, that the pupils did themselves credit, and showed by their readiness and thoroughness that they had been carefully disciplined and trained by their teachers. Mr. KILGORE, the City Superintendent, is principal, assisted by Mr. CURTIS and Miss HUNTLEY. Mr. K.'s reputation as a successful teacher is well known, and his assistants are both very capable and efficient instructors. We never saw better specimens of pencil drawing than some of those which were executed by the pupils under the instruction of Miss HUNTLEY. There were also some excellent specimens of map drawing.

We have not heard particularly from the ward schools, but believe that they are prospering and steadily gaining ground in excellence and influence.

The estimation in which the teachers are held by the pupils is shown by the presents given from time to time. Last winter Mr. Kilgore received a gold headed cane worth $25. A book was presented to Mr. Curtis worth $13. Miss DARLING, principal of the third ward school, had a beautiful portfolio presented to her, and Miss KILGORE, principal of intermediate school received a fine Bible.

Such testimonials, while they show, on the part of the pupils, an appreciation of the services and labors of their instructors, serve also to cement more strongly those ties of friendship which always bind together teacher and scholars.

We dropped in for an hour to witness the closing exercises of the winter term of Mr. J. C. PICKARD'S Female Academy, but were too late to hear the most important and interesting recitations. We believe that Mr. P. and his assistants are well qualified for their position, and will endeavor to fulfill faithfully the duties devolving upon them as instructors of youth.

Instruction is given in the common English branches, the Classics, Modern Languages, Music (vocal and instrumental) and Drawing.

The spring term commenced on the 19th of last month.

The following notice of the Palmyra School, under the charge of Mr. E. B. GRAY, is well deserved, as the unanimous testimony of all who have visited it fully proves.

MR. EDITOR:—The first term of the Palmyra school has just closed with great credit to teachers and scholars. The closing exercises were highly satisfactory to the friends of the school, and established the fact, new to this community, that success is not a thing to read of and wonder at, as a highly respectable myth, but a thing to be familiar with, and to *know* that it is both possible and certain. And henceforth let it be recorded on the pages of our school history, that E. B. Gray has achieved a success in that department too, when almost every thing essential was wanting but *opportunity*. Under the auspices of co-operation from the friends of education here, and a convenient and pleasant school-room, he has taken the rough material, and already under his moulding hand it begins to disclose the outlines of the required form. System has been effectually introduced, both into the domain of study and government, and the result is the beginning of good things.

The most marked features of the examination were system, self-reliance, and promptness on the part of the scholar. Miss Allen, assistant in the upper department, established a reputation in her first effort as an efficient instructress. Her classes sustained their parts admirably, and added to the reputation of the principal department.

It would be impossible to do justice to the various classes without applying for more clemency and space than would be modest to ask. It is hoped that our citizens will secure the services of Mr. Gray until the school is firmly established on a permanent and correct basis.

J. M. BINGHAM, *Town Superintendent.*

We have received the programme of the exhibition given by the Berlin Union School at the close of the winter term, comprising declamations and colloquies, and interspersed with songs and music by the Glee Club and Berlin Brass Band, and we learn that the affair passed off pleasantly and successfully, affording a rich treat for the parents of the pupils, the friends and patrons of the school. Mr. J. J. M. ANGNAR, the principal, is a capable and successful eacher, and we believe is appreciated by the people of that thriving city.

We have also received the programme of the closing exercises of the Racine High School, on Thursday and Friday, April 22d and 23d, comprising examinations of the classes in Physiology, Physical Geography, Arithmetic, and Geology, by Mrs. C. A. SHELDON; in History, Algebra, Latin Reader, Plane Geometry, and French, by Mrs. E. W. MCMYNN; in German, by ERNEST W. SCHWEPEL; in Natural Philosophy, Algebra, Spherical Geometry, Mensuration, and Latin (Cæsar), by JNO. G. MCMYNN, interspersed with Declamations, Compositions, and Music.

The following, which we find in the Racine *Advocate*, indicates that the schools of Racine are to lose Mr. McMynn for a time at lea st:

LEAVE OF ABSENCE.—Mr. McMynn has obtained leave of absence from the Board of Education to visit, during the ensuing summer, the schools of Europe, more especially the famed ones of Prussia, Switzerland, England, and Scotland. By comparing their systems with our own, he hopes to gain something by which to further the interests of education at home.

Commencing with a liberal education, Mr. McMynn has made the science and art of teaching his constant study for several years, and has reached an eminence in his profession attained by few, yet he is not satisfied with his acquirements, but seeks by travel, and the examination of the schools and systems of other lands, to increase his knowledge and his ability to give greater efficiency to his future efforts in the instruction of youth. May he have a pleasant and profitable journey, and return to give the schools and school system of Wisconsin the benefit of his observations in Europe.

We find in the Horicon *Argus* the report of the examining committee for the term of the Union School ending April 18th, 1858. The school is divided into four departments, named Higher, Sub-Higher, Intermediate, and Primary. Mr. A. PICKETT is principal of the school. We have only room to quote a few paragraphs from the report:

"In the Higher Department the same good order and fixity of attention, which has ever prevailed among its pupils, since its organization, still calls forth the admiration of all who enter the Institution. The scholars have acquired a love of order and quietude that is not very often found in a school of this size. An evident and universal love of study, moreover, tells a story of some potent moral influence which has been kept to work upon their developing attributes of mind, and moulded their tastes and propensities, with a special reference to future usefulness."

"The committee, in short, would report of this Department, and also of the Sub-Higher Department, which is in intimate connection with the Higher, and under the immediate and constant supervision of the Principal, Mr. Pickett, that the system of teaching here pursued meets with their hearty approbation, and that the evidences of success, which were so plainly conspicuous in the examination have proved to be entirely satisfactory to them."

A notice of the Union School at Wautoma, Waushara County, was received too late for insertion in this Number. The teachers for the past term were J. M. FRY, principal, and teacher in the young gentlemen's department; Miss J. A. THOMPSON, teacher in the young ladies' department; and Miss C. M. AVERY, teacher in the primary department. We learn from the notice, sent us that the school has been very prosperous, for which the teachers deserve much credit. The communication will appear at length in the next Number.

Literary Notices.

The New American Cyclopædia, a Popular Dictionary of General Knowledge. Edited by GEO. RIPLEY and CHARLES A. DANA. Vol. 1., A Araguay. New York, D. Appleton & Co., 346 and 348 Broadway: London, 16 Little Britain, 1858.

This promises to be a work of great merit and utility, one which should be in every library. We shall give it a more extended notice next month.

The Madison Public School Register, a Permanent Record of Statistics for Schools of every Grade. Prepared by D. Y. KILGORE. Atwood & Rublee, 1858.

A good school register is a valuable assistant to a teacher, and a necessary appendage to every school. This seems to embody all that is required in a work of the kind, giving number, name, and ages of pupils, time and mode of admission, number engaged in each branch of study, number of each sex, record of daily attendance, average number, number tardy, dismissed and punished, number of visitors, names of parents and guardians, and a column for general remarks.

The Atlantic Monthly for May.

This Number maintains the high position which the magazine has achieved, and closes the first volume.

Emerson's Magazine and Putnam's Monthly for May.

This is the best Number of this magazine that we have ever read. It has several excellent articles, one of which we shall copy in a future Number of the *Journal*.

For sale by Bliss, Eberhard, & Fostner, who have all the popular magazines, as well as a full assortment of books and stationery.

THE

WISCONSIN JOURNAL OF EDUCATION.

VOL. II. JUNE, 1858. NO. 12.

[For the Journal of Education.]

WATCH THE MAIN SPRING.

MESSRS. EDITORS:—I send you a report of another discussion at Maple Grove, upon the subject of County Superintendency.

Mr. Stone made the following remarks:

Mr. Chairman—It is said that I am opposed to change. I grant it, Sir, when change offers no improvements, but is rather a mere fit for new things. We may perhaps follow fashion in some things, but I think not in school systems.

I have somewhere noticed the following remark: "It would be vain, indeed, for us to establish a system evidently bad in theory, or condemned by just experience." If we must witness experiments, let us go to New York, where they change every new moon, from town superintendent to county, from county to district, from district to town and county combined, and again from both to one, and so on from year to year. Ohio, too, has given us some notes on this subject. She has been flying for many years through a series of experiments, and has found it as difficult to alight as "Noah's crow." She is unsettled yet, and stands like that ominous bird, flapping her wings over a doubtful perch.

Now, Sir, it is proposed that we go through a course of experiments; cast aside our present system as out of fashion, and test some new system excellent in "theory." The first scene proposed for our performance is that of county superintendent, though often tried and condemned in other States, yet it must be tested again, and although it is an old worn-out theme in other States, yet it will be new to us, and is excellent in "theory." The scene, well acted, would create merriment in a London theatre. The Ohio system made it the duty of the county superintendents to examine and license teachers, to lecture to the people, to visit schools, take notes, make a yearly report, etc. The number of school districts for him

to visit was usually about 150, so that after performing other duties, he could make but one half day's visit to each yearly, and as they uniformly change teachers twice each year, he could visit only about half of the teachers employed. His appearance in a school district was a great event. He created as great a sensation among the teachers as a pigeon hawk among doves; his approach was announced many days in advance, and the school-room was swept and the scholars were primmed and trimmed for the occasion. Anxious eyes are now continually glancing through the window, and often the beat of the heart shakes the whole frame, as some unknown footman heaves in sight; but again and again the footman passes, and there is immediate relief. At last, when least expected, when all is out of order, in steps this dignitary. The large scholars resort to their books and the little ones, with fingers in their mouths, back off to their seats. The teacher, blundering out a round of excuses, hurries forward the school-house chair, but as he lays aside his hat, umbrella, and coat, and remarks that it is very muddy, all recognize a human being, and in spite of previous training, make him the focus of a hundred glaring eyes, and fifty open mouths. He now exhibits his large book, and asks the number of the school district, the number of scholars, male and female, the age of the teacher, how long a teacher, wages per month, whether married or unmarried. All to be written in the large book as statistical matter of great importance. Now, Sir, I can not spend time to carry you through the whole scene, but must pass along merely stating that the afternoon is spent in false show upon a programme prepared for the occasion; the superintendent, teacher, and scholars, all endeavoring to exhibit what they never possessed, extra wisdom and knowledge. And now all have had one more lesson in practical deception. At last comes the close, and closing discourse, our hero arises and says, Sir, that he is highly gratified to see the school in so prosperous a condition. Such fine order and such good attention, it is hardly second to any school in the county. Of course he must leave a good impression, or he will not be elected next year; if possible he must have the honor of re-election, and the three hundred dollars a year. He congratulates the pupils on having such a good teacher. Well, Mr. Chairman, he at length completes his speech (which is of antedeluvian origin, you see, having delivered it twenty times), and then takes his departure. And all this to what purpose? He may have seen faults, and have had courage to mention them, but has had no time or opportunity to eradicate them. He may have noted all the faults in his large book, but that will be of no use to the school.

Mr. Broadhead—Will the gentleman allow me to interrupt him? I wish to ask whether, by the numerous experiments referred to of New York and Ohio, there has not resulted great advantage to their schools, and also whether the gentleman himself regards the present system in Ohio any improvement on the first or the one under which they commenced their experiments.

Mr. Stone—I am aware that there has been improvement in their schools,

though I am not certain that it has arisen from any improvement in their school systems, yet it would be strange, after so much experiment, if they have not made some advancement. As to the first and last systems in Ohio, I have not sufficient knowledge to decide.

Mr. BROADHEAD—From your knowledge of our schools and school system, is it, in your opinion, important that we undertake to improve either or both, and if so, how can we improve without change.

Mr. STONE—I do not stand here to be cross-questioned, still, I am willing to answer any reasonable questions. I do not expect our schools are perfect, and no doubt our system may in time be changed for the better.

A voice from the back part of the room—Will the speaker now proceed to describe a Wisconsin town superintendent.

Mr. STONE—My descriptive powers are at an end. I can only exhibit myself as a specimen.

Same voice—Was the speaker ever county superintendent in Ohio?

CHAIRMAN—I hope no one will interrupt the speaker with unimportant questions.

Mr. STONE—I wish it distinctly understood that I do not stand here to oppose improvement. If gentlemen have any thing in that line, I hope they will come forward and speak.

Mr. BROADHEAD took the floor, but yielded to a motion to postpone the discussion for the performance of business.

After the transaction of said business the meeting adjourned one month.

REPORTER.

[For the Journal of Education.]

MODE OF TEACHING.—No. 2.

WHEN a class have thoroughly read the primer in the manner described in the previous Number, let them begin the First Reader. It will be unnecessary to read backward while using this book. Give out the lesson, and tell the class that each one must be prepared to spell all the words arranged in columns at the beginning of each exercise. Tell them to study the *reading*, so as to be able to relate the story after having read it.

If the lesson is short (as the first lessons in the First Reader usually are), let them read it through more than once, taking care that no scholar read the same portion twice. If time will permit, the class should read the first lessons a sufficient number of times, that each one may read all portions of it.

After they have finished reading the lessons assigned, and have spelled all the words arranged in columns, call upon some member of the class to stand up in his place, and relate the story he has just read. He should

first announce the title or caption, and then relate what he can remember of the story. If the first one called upon does not recollect all the ideas, or if he does (which not very often happens the first time), call upon some other member of the class to stand up and relate so much as he can recollect of the same story. Call upon two or three at each exercise in reading, if time permits, so that each member of the class may have the benefit of this practice two or three times each week. If the class contains only three or four members all may relate the story each day.

This practice should be continued through the First and Second Readers, and, in fact, as long as a student pursues this branch as a daily exercise. A class in the First Reader will generally use the language of the book in giving their narrations, with which the teacher should find no fault. As they advance request them to give the ideas in their own language. They should do this very often while reading the Third, Fourth, and Fifth Readers. Be sure that every member of the class is able to stand before the school, or visitors, and give the principal ideas in each lesson before they leave it and take the next.

This manner of conducting classes in reading is of incalculable benefit. Small scholars are generally well pleased with this mode. After a very little practice, they are very anxious to be called upon to stand up and relate so much of the story as they can recollect, and they will take great pains to remember the whole. Young scholars are thus induced to spend a large amount of time in study, and that *willingly*. They will study the lesson over again and again, that they may relate every idea before the school.

Another great advantage is, they will not read mechanically. By diligent study they fix every idea in the mind, and will give the inflections as correctly as in their daily conversation. They will need but little instruction in regard to accent and emphasis, since having the idea in the mind nature causes them to accent and emphasize correctly.

Scholars instructed in this manner will never say, as too many in our public schools often say, "I know, but can not tell." They never imagine that any thing is well learned until they "can tell" all about it. They learn to regard the ability "to tell" as the only true test of their knowledge, considering that which they "can not tell," as that which they *do not know*. They never learn that there is a superficial way of studying the reading lesson, sometimes once over, and sometimes not at all, and then reading it in class once, and saying nothing more about it in any manner.

Another important result is the habit of thorough study which is formed in youth, and will remain with the individual through life. He will ever after be dissatisfied if he does not entirely comprehend whatever may be taken up. All his study will be for the purpose of obtaining information, and improving the intellectual powers, and not for the purpose of being considered a *literary character*.

The last advantage that I shall name is, scholars become able to think while standing on their feet. The diffidence which grown persons feel

while standing before a public assembly, is scarcely felt by the child When he begins the First Reader, he will soon stand before the school and relate what he has read without embarrassment. Sometimes, when a very interesting lesson has been read, the teacher may request the whole school to lay by their books, and give their attention, while some scholar gives the substance of it in in his own language. This should not be done too frequently. Thus scholars may be led on, first standing before the school, then before company, then in an exhibition, until they will be able to think just as well upon their feet, before a public assembly, as in the silent room.

On account of the diffidence which large scholars feel when they stand before the school, if they have not been trained up in this practice, it is not best to compel them to perform this exercise. Some will do it willingly. It may be well to insist that all as far advanced as the Third Reader, should perform this duty. Teachers should take pains to have scholars take proper positions when they arise. They should stand erect with about an equal weight upon each foot. The head should not bend forward, nor fingers keep feeling of each other, nor of the clothes. Correct habits from the beginning is the only sure way. E. M.

WISCONSIN UNIVERSITY, *May*, 1858.

For the Journal of Education.

THE BEST METHOD OF TEACHING READING.

MR. EDITOR:—In the May Number of the *Journal* I was glad to see an article on the subject of teaching reading; and as you are desirous that teachers should write articles for the *Journal*, concerning the best methods of imparting instruction, I thought I would pen a few lines for the consideration of the teachers of Wisconsin.

I have for a long time waited for some one to speak of the best methods of teaching reading, but have as yet met with nothing that was satisfactory to me. I think that E. M.'s method is a very good one, and far superior to the common A B C method. It is a combination of the Ward Method of Mrs. Horace Mann, and the Classification Method of Mr. W. J. Swan, and I think that teachers would succeed with it better than they would with the common A B C method. But there is another method which is attracting much attention from educators in many parts of the country, and which all who have given it a fair trial, pronounce to be far superior to any other. I refer to the Phonetic Method of Teaching Reading. It has been described as follows:

"I have now been for five years a constant witness to the practical

operations of a mode of teaching reading which is of a higher order of excellence. In this mode primers and readers are employed, printed with an enlarged alphabet, containing from forty to forty-three letters, instead of our usual twenty-six. By this means a letter can be appropriated to each simple sound in the language; or if more than forty letters are employed, to each principal dipthong also; and each sound can be invariably represented by that one letter. These letters are not taught by name, but by their power, and the consequence is, that the moment the child has learned the phonetic alphabet, he can read any thing for himself printed in the phonetic type. The labor of learning to read phonotopy is absolutely nothing to an intelligent child who has been properly taught his phonetic alphabet. It is not repulsive, but exceedingly attractive. As chairman of our School Committee, I have been obliged to hear the complaints brought against us for introducing the phonetic print into the Waltham schools, and most of those complaints have really amounted to praise of the system.

"'What shall I do, Mr. Hill, with my boy,' said an intelligent Irishman to me one day; 'before phonetic print was introduced into the school I could take some comfort in teaching him to spell, see, o, double-you, cow, and such simple words, but now he wont listen to it; he is crazy to be at his phonetic spelling, making such nonsensical work of it, saying k, ow—cow,* sh, oo—shoe. Every thing he sees he spells in the same nonsensical way, and is never tired of doing it; but real sensible spelling I can not teach him any longer—I wish you would forbid the teacher to use phonetic print.'

"'I bid the man wait and hope, assuring him his boy was doing well; and a year or two afterward, inquiring of him how his son prospered in his schooling:

"'Excellently,' said he, 'excellently, he can read and spell any thing in the world now.'

"Phonotopy is attractive and interesting to the majority of children, and they learn to read it without any compulsion. It furnishes, also the means for a very perfect drill in articulation.

"The whole course of reading is a drill in pronounciation and enunciation. In other systems teachers *can* drill the pupil, but in this system neither teacher nor pupil can avoid the drill. * * *

"It is, of course, essential to the success of the phonetic instruction that the children should not, while learning to read, be taught the common names of the letters. They must not learn that *b* is called bee as well as *b*, much less that *g* is called jee as well as *g*. The child ought to be strictly confined to the phonetic print until it becomes perfectly familiar to him, and he reads it with perfect fluency, before he is allowed to know any thing concerning the common print.

* As we have not phonetic type, we can not represent the sounds of these words as they should be.—Ed.

"If this is done, the labor of teaching common spelling is reduced to its minimum. A child who can read phonetic print fluently, can read common print at sight, though at first with some difficulty. A few hours. however, will make it easy; simply because the two prints resemble each other.

"The transition can be made at any time by simply giving the phonetic scholar an interesting story, such as one of the Rollo books, printed in the common type.

"Spelling will then come by nature. The child will understand that in phonotopy alone, must he expect any fixed connection between spelling and sound. And the very oddity of common spelling, to which his phonetic drilling will forcibly call his attention, will make him remember the spelling. *A child taught by the phonetic print first, invariably makes a better speller than one taught in the ordinary modes.*"—Rev. Thos. Hill, *of Waltham, Mass., before the Ohio State Teachers' Association.*

If these things are true, and it yet remains to be proven that they are untrue, ought not every teacher in the State to give the phonetic method of teaching reading a fair examination, and then do what he can for its introduction into our schools, if it meets his views on the subject.

I will say no more at present, but would ask that teachers would let us know through the *Journal*, what they think of this method; and if there are any who are not conversant with it, let them obtain the books or papers from which to obtain the necessary knowledge for forming an opinion one way or the other. A matter of so much consequence as the education of the rising generation ought to receive all the aid possible, and from every source; and if this method of teaching will aid in the dissemination of knowledge, let us adopt it. A. M. May.

Ripon, *May*, 1858.

For the Journal of Education.

THE TENDENCY OF INDUSTRY.

"Industry opens wide the eye, and makes it keen; quickens the dull ear, and stretches forth the hand, and imparts swiftness to the foot." The sentiments expressed above will find a response in many minds.

The industrious teacher whose eye is ever open to every avenue to impart instruction, whose ear is ever ready to catch the first lisp of "why" and "how," from the lips of his pupil; whose hand is ever ready to supply, to the extent of his capacity, the wants of the growing mind; whose energies are all awakened to every means of improvement, will succeed in his efforts much better than one who is ever so well "educated," but lacks

this important element of character—*industry*. How vivid in the memory are those thoughts received from the lips of that teacher whose soul appeared to be alive when he stood before us with a countenance expressing the pleasure he enjoyed while imparting his thoughts. We always partook of *his* inspiration.

The tendency of industry appears to be to awaken the intuitive faculties of a man's soul in the right direction.

To the ingenious, industrious mechanic, new applications of power are constantly displaying themselves, and he seems to lay his hand on the arcana of nature. There are numerous *cases* in the career of the teacher, which must be decided promptly and judiciously, for which no special preparation can *possibly* be made, yet such cases often cause even the educated teacher to fail. Now industry, prompted by benevolence and conscientiousness, will awaken the mind, and urge it to ultimate success by arousing the latent energies of the soul to sudden and unexpected discoveries of *means*. Many avenues are discovered by which to reach the mind of the pupil. The teacher must learn the inherent disposition of his pupils as expressed by the organization which can only be learned by an application of the means placed in his *reach*, by observation, reading, and an exercise of the reasoning faculties, assisted by intuition. The true teacher will seek to know the secondary *character* of his pupil as indicated by his parental influence and family surroundings, and also how this *character* has been modified by society and previous education in schools, the learning of which will require an application of all the powers of the brightest intellect and unremitting industry. W. B.

For the Journal of Education.

ECONOMY OF THREE-CENT MEN,

OR THE CONVERSATION BETWEEN NEIGHBOR AND MR. S.

Neighbor—Have they got a teacher yet in this district? asked a neighbor of the Superintendant.

Mr. S.—No! and what's more, I mean to defeat the idea of their getting any school here for the winter. If you will put in with me, we can work that card nicely.

N.—How! there are quite a number of large scholars who intend to go to school, here at home this winter?

Mr. S.—I can not help that. I am not going to pay for their education; our children are small, and we can keep them at home, or we can hire a

girl for ten shillings per week, who can teach them all that is required, besides doing some other work, and I want a hired girl.

Now if you will join in with me in a plan like this, we will pick up a few voters, go early to the annual meeting, there will be but few there, and we can carry any measure which you choose.

All the school money will come into my hands, *ex-officio*. I will put you in for district treasurer, and in case there is no winter school, we can hold this money for nearly a year. We can loan it for twenty-five per cent. So you see we can reap a fair profit with a little management.

N.—Well, I am willing to do any thing to defeat the west end of the district, so here's agreed. Keep the secret *careful*.

Thus reasoned the Superintendent and his neighbor; but their plan failed, their secret got out previous to the meeting. Mr. Selfish lost his measure, lost the good will of the community, lost his confidence in his own ability, so that he has not been able to address the school in his own district since. * * * *

I give the above as [an illustration. 'Tis not a single instance; there are many similar ones. It only exhibits the selfishness of *some* human natures.

Mr. Selfish was willing to sacrifice the wants of the district to his own personal uses, and pay the expense with usurious interest, raised from the public money.

We have too many of these *three-cent men*, who, *Judas*-like, would sell the dearest interests of community for thirty pieces of silver (all in three cent pieces.)

We want men of more stern integrity of character. Men of more extended genius—of more enlightened views. The world is calling loudly for them, and in order to obtain them, would willingly sacrifice quite a number of these narrow-minded conservative *three cent men* upon the altar of public opinion. Let us have our schools; let them be taught regularly summer and winter, whether Mr. Selfish sends or not. Let us have teachers who are qualified to carry scholars to any limit in science, so that none are compelled to stay at home simply because Mr. S. wants a three cent teacher.

H. M.

HOBBIES.

Every man has his hobby, says some one, and the saying has been repeated until almost every one has come to believe it true of all the world except himself, for it is with this, as with all other defects, we see those of our neighbors clearly enough, but our own "as through a glass, darkly." One idea, one aim in life, may tower high above all others, but we have no

right to let it entirely overshadow those in themselves really important. A mind whose perfect balance is continually maintained, can keep an idea of permanent importance continually in view, and yet give to others due weight and attention. But minds of another stamp, will get in sight some particular article in their creed of belief or action, and to this every thing else must give place, or bend. They can see nothing good, or beautiful, or worthy, which does not take its light from, or reflect light upon this favorite one idea. But of all classes it does seem that the brotherhood and sisterhood of teachers are, if possible, most given to hobby riding. A plan, for instance, which has once worked well in their hands, is thereupon "entered upon the statutes," and whoever tries it and fails, proves his unfitness for the work. Now it not unfrequently so happens, that a certain course which works well in one community, and under one set of circumstances, will utterly fail, even in the same hands, in another community and under another set of circumstances, and even more often is this true where the plan passes into other than the hands of the originator. One makes a hobby of some study. He happens, perhaps, to be himself particularly fond of mathematics, and woe betide the unlucky wight to whom the mysteries of numbers are, as it were, a sealed book. No allowance must be made for "total depravity by nature" here. Grammar, Geography and History must stand one side, and little boys and girls must know all about vulgar fractions and duodecimals, whether they know the name of the capital of their state, and how it is spelled, or not. Another has the organ of language largely developed, and the languages, dead or alive, must his scholars study. Lucky indeed they are, if he allows them to become tolerably familiar with the English, before he hurries them on to study Latin and French. Another teacher will forever harangue you about government, a quiet school, perfect decorum; his school, (and a medle one it is to be sure,) is controlled by love; no boy so wild and unruly, no girl so sullen and stupid, but all is set right by "the mild and sweet influences of love." To hear another talk and see him act, would make you conclude that the seat of every child's conscience was in the hand or shoulders, and only to be reached through the medium of the ferule.

A wise teacher will avoid these antipodes of theory and practice. He will be on the look out for new common sense theories, and carefully and patiently will he put them to the only true test—that of experiment.

A teacher who is forever harping on the same string, never willing to let old systems give place to new ones, shows the same kind of sense and as much of it, as the person who insists upon always using tallow candles, because he once thought they gave good light. We wan't good, well-tried systems, not hobbies, and then we want resolute, working men and women, not to ride hobbies, but able to carry triumphantly the system they choose. Lazy teachers are fast going out of vogue. Teachers institutes, school journals, state and county conventions are teaching school patrons what schools can and ought to be. Living, breathing men are beginning to see that here is a field of usefulness, hitherto nearly overlooked. The

truth has actually dawned upon some, that an individual to be a good teacher must have good sense, industrious, energetic habits, and a wholesome, moral character, in addition to a good education. The idea that any body will do to teach a primary department in a graded school, or a country district school, is near exploding; it will burst like a bombshell by and by, and the expansive force will carry entirely out of sight the whole set of pedagogues too lazy and selfish and miserable to fit themselves decently for the work. Their places will be filled by persons capable of magnifying their office and making it honorable. Let us look forward hopefully to the time, the good time which is surely coming. We foretell its approach by the shadow it casts before.

E. L. B.

HARTFORD, Wis.

EARNESTNESS.

HOWEVER far advanced in life we may be, we invariably bow to the mandate of a will stronger than our own, whenever brought in contact with the mightier purpose.

The greater the disparity of power, ours being the weaker will, the more willingly do we yield to its influence. Sitting at the feet of a Gamaliel in goodness, we may, by worshiping his superiority, become superior to those who are beyond the magic circle of direct influence.

I know of no quality of soul more attractive, more instinctively imitated, and more zealously to be cultivated, than an active, earnest spirit. It is indispensable in those who intend to become teachers, as well as in those who have already entered upon active labors in the school-room.

We see it in the first dawnings of intellect—the will of the meek child bowing to that of the earnest loving mother. A command is given to the child—how quickly that little face is upturned to the mother's eye to peer into her very soul. If there he reads a deep fixed purpose to be obeyed, how cheerfully he complies, but on the contrary does he read a wavering purpose, a vacillating will, he scruples not to disobey.

A teacher enters the school-room with a smile, underlying which, is a firm resolve to do his duty unflinchingly, and having a deep sense of his responsibilities. How soon the fair young faces become shaded with intense thought as they bend to their books,—their lessons, *tasks* no more, because they are learning to think. How promptly and with spirit, each request is complied with, and how pleasantly the hours glide on uncounted, and the last "good night," trilled by sweet child voices, lingers like a benison on the teacher's soul, to make the night good indeed, and beautiful with pleasant dreamings.

Children are subtle thinkers and close reasoners. Nothing escapes their searching scrutiny. No act of the teacher's, however trivial to him, passes without comment by his pupils. They note every change of countenance however slight—every intonation of voice, every gesture, and by these, regulate their conduct in the school-room. If they read a weak will, easily swayed from the right by entreaty, or cajoled by flattery, they seek every opportunity to turn him aside, to further some selfish, childish purpose, and soon lose all respect for one, who thus becomes impotent for good in the school room. Earnest teachers make earnest pupils; earnest pupils become earnest men and women, who are noble, high souled, and who constitute the "bone and sinew" of our social structure.

"Let us then be up and doing
With a heart for any fate,
Still achieving, still pursuing,
Learn to labor and to wait."

To wait for the harvest of *earnest* endeavor which shall surely be garnered by the *earnest* teacher. NETTIE ROBERTS.

WHITEWATER WIS. *Feb.*, 1858.

HOW WILL YOU HELP YOURSELF?

A farmer once hired a laborer to prune and trim an orchard of valuable fruit trees, and to graft upon some of the branches some more choice varieties. After two or three days he went to see the work, when he found to his great dismay, that the limbs of some of his favorite trees had been carelessly lopped, that the grafting was worse than useless, and in short that many of the trees, by means of the ignorance of the workman, were nearly ruined. The laborer upon beholding the chagrin and anger of the owner of the orchard, at first laughed at the useless rage, and then asked derisively, "well, how will you help yourself?" Sure enough, the work was done, and how was he to help himself? Nothing but time and careful nursing could restore his orchard, and for the present he must content himself by eating fruit grown by others.

Whoever hires a laborer to work in his vineyard, must either interest himself in the work, or run the risk of finding it poorly done or his vineyard ruined. Just so, if you hire a teacher for your school, and sending your children thither, fail yourself to look after the work done, if by and by you find that your money has been worse than uselessly spent, how will you help yourself? If little Johnny, just forming his reading habits, acquires one of mechanically calling the nomes of the words before him,

giving no thought to ideas conveyed, a habit, by means of which, he will hereafter waste hours of precious time, and which will cost him long and strenuous effort to overcome, how will you help yourself? If Jimmy learns to rattle carelessly over pages of reading, calling the small words whatever he happens to, and "all the large words Moses," or worse yet, learns to drawl and whine through his long lesson half asleep, what then, how will you help yourself? And if Lizzie, your pet and plaything, should sit upon a high bench with her "feet dangling between the heavens and earth," until she contracts her stomach, and half dislocates her spine, which thenceforward will render her life a burden, pray, how will you help yourself? "An ounce of preventive is better than a pound of cure," and "a word to the wise is sufficient."

E. L. B.

HARTFORD, Wis.

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT

(Continued from the May Number.)

DISTRICT OFFICERS—POWERS AND DUTIES.

Q. In the division of property between two districts, can the Chairman of the Town Board, and Town Clerk be called in to assist the Town Superintendent?

A. They may be called in to advise, but they cannot act in conjunction with the Town Superintendent, as in the case of the alteration of a district.

Q. If the Town Superintendent changes the boundaries between two districts, can either claim from the other a proportion of the value of the property, in case one district has an expensive house, and the other none?

A. No division of property can be made except when a new district is formed.

Q. Has the district power at a special meeting, to rescind or modify a vote taken at an annual meeting?

A. In case of changing the term for which school shall be taught; changing from a male to a female teacher, or *vice versa*, or in the transaction of any such business, a special meeting is competent to reverse and modify the action of an annual meeting, provided, that every item of business transacted must be specified in the call for such special meeting.

Q. Can the district Clerk, on his own authority, call a special meeting?

A. He cannot. A special meeting must be called upon the written request of five or more legal voters.

Q. Can the Clerk, upon the written request of five legal voters, refuse to call a special meeting?

A. Any such refusal would be a gross violation of his official duty, and might subject him to a penalty.

Q. If the district votes to have school kept by a female teacher, has the Clerk, either with or without the consent of the Board, a right to hire a male teacher?

A. The Clerk must carry out the wishes of the district to the letter. If he violates his instructions, he is liable.

Q. Have the District Board power to authorize two schools to be kept in one district, or have they power to grade their school, so as to make two departments?

A. There is nothing in the school law to prevent the adoption of either conrse, and in thickly settled districts it would be advisable.

Q. Can the district Clerk draw orders on the Town Treasurer?

A. The Town Treasurer would be under no obligation to pay orders drawn by the district Clerk. The Clerk can only draw orders on the district Treasurer, even when there may be district money in the hands of the Town Treasurer.

Q. Are the acts of a district officer legal if he has not filed his bond, but afterwards does so?

A. His acts would be legal. The principle is, that the public welfare shall not suffer by the negligence of an officer.

Q. Have the District Board a right to admit scholars from without the district, without the consent of the teacher?

A. The teacher should be consulted, as he contracts to teach the children of a particular district. If he refuses, it would be well for the Board to be governed by his wishes, as he can tell far better than they whether such additions will detract from his usefulness to the scholars of the district.

Q. If charges are brought against a teacher, is it the duty of the Town Superintendent to hear the cause and decide it, or can he do so or not at his option?

A. When charges are thus preferred, it is the duty of the Town Superintendent to appoint a day for a hearing of the case, upon which hearing he must give his decision. This course is not optional with him.

Q. Has the teacher any right to prescribe what recreation scholars shall indulge in in play hours?

A. The scholars are under the control of the teacher during play hours

as well as in the school house, and it is his duty to superintend their recreations.

Q. At the first meeting of a district can any business, except the election of officers, be transacted?

A. There cannot, unless the officers elected immediately file their written acceptance, as a district is not legally organized until two of the officers elected have filed their written acceptances.

Q. Have the Board full power to contract for the building a school house, as they may see fit?

A. The school law is silent as to the manner of a District Board entering into contract for the building of a a school house; but as the Board are the special executive officers of the district, chosen to faithfully attend to its best interests, it is unquestionably their duty to procure such building to be done to the best advantage, and hence, it would always be most discreet to enter into such contract (after having given proper notice), with the person offering to do the work to the best advantage and at the lowest rates, giving adequate bonds for the faithful performance of the work. Such a course would be the safest, and would prevent any trouble that might arise if a looser plan were adopted. There should be two copies of the contract made and signed, one to be kept by the contractor, and the other by the Board.

Q. Can a district Clerk teach school?

A. He cannot, in his own district.

Q. Can a Town Superintendent refuse a certificate on the ground of bad moral character, if the applicant's qualifications are sufficient?

A. Most certainly; and it is the duty of the Town Superintendents, to look to the character of applicants more closely than they usually do, lest they aid in spreading a moral pestilence among the children, which years cannot subdue.

Q. Can a Town Superintendent act where he is personally interested, in the division of a district for instance?

A. He can, especially in such a case, as the Chairman of the Town Board and Town Clerk might be called in, and besides, his acts are subject to revision by the State Superintendent, upon appeal.

Q. In case there are several departments in a district, or union school, is it necessary that the assistant teachers be qualified?

A. Most certainly. All public money must be paid to qualified teachers. Any arrangement by which all the money is paid to the principal, and part paid by him to the assistants, would be a palpable evasion of the law, and would cause the district to lose its apportionment.

Q. If a district officer leaves his district and resides permanently in another, does his office become vacant?

A. It does. The principle is, that an officer must reside within the sphere of his official duties. If the Governor leaves the State, he ceases to be the Governor until his return.

DISTRICTS—ORGANIZATION AND ALTERATION.

Q. If a district is once organized, does it lose its organization if it ceases to elect officers ?

A. In such a case, it virtually loses its organization, although perhaps not strictly. In such a case it would be the duty of the Town Superintendent to annex their territory to live districts.

Q. In case the line between two districts is altered, and but one district consents, when will the alteration take effect ?

A. In three months from the date of the alteration.

Q. In case the whole of a district is added to several adjoining districts, so as to cease to exist, what becomes of the property ?

A. It would be the duty of the Town Superintendent to dispose of the property to the best advantage, and divide the proceeds between each of the districts to which any part of the defunct district was added, as nearly equally as possible.

APPORTIONMENT, ETC.

Q. If a district has complied with the law in all respects but making their report to the Town Superintendent, can they receive any share in the public money?

A. The apportionment is based entirely upon the reports of the Town Superintendents, and consequently, if a district does not make its report it is left out of the apportionment, and cannot be entitled to any share in the apportionment.

Q. In case a district is prevented by some accident from having three months school, can they claim their public money?

A. The Constitution of the State expressly forbids the apportionment of any public money to any district which has not had three months school during the year. In some cases where unusual causes have conspired to render it impossible for the district to comply, it may seem a hardship, still the law knows no deviation.

Q. If the Town Superintendent knows that a district Clerk has made a false report, and returned more children than were in his district, would he be justified in withholding the apportionment?

A. He would not; he must be governed by the reports; if these are false, the law fixes the penalty.

DICTIONARIES AND SCHOOL LAWS.

As many applications are made for Dictionaries and School Laws, I deem it proper to state, that the supply of Webster's Unabridged Dictionary has been sometime exhausted, and the Legislature, at its recent session, refused to order a further supply. I doubt not, however, the next Legislature will do so, and thus enable me to supply all needed deficiencies. Meanwhile all applications for them are properly filed; and when a new supply of Dictionaries is obtained, these applications will be filled in their order.

A new edition of the School Laws was authorized among the last acts of the recent Legislature, and will be printed as soon as it can be prepared; a copy will be sent by mail to each Town Superintendent; and such District Clerks as need them, will be supplied with a copy for their office upon application.

LYMAN C. DRAPER,

Superintendent of Public Instruction.

SCHOOL LAW.

The Legislature, at its late session, made some important changes in the school laws, an abstract of which is here given.

1. Special district meetings, when called in the manner prescribed for the first organization of a district, may vote a tax, and do any thing that can be done at the annual meeting.

2. The old law is revived, so that a tax voted at a special meeting may be collected by the District Treasurer.

3. A district may build a school-house worth $500, without the certificate of the Town Superintendent.

4. At the next annual meeting, and at the first meeting in all newly organized districts the clerk is to be elected for one year, the treasurer for two years, the director for three years, and thereafter each of said officers is to be elected for three years.

5. The District Clerks must make their annual reports to the Town Superintendent between the 1st and 15th days of July, which report must be dated July 1st, and contain (with the other matter required to be reported), the number of children in each district, from and under twenty years of age, on the last day of June preceding.

6. The Town Superintendent is to make his report to the clerk of the Board of Supervisors, between the fifteenth and twenty-fifth days of September, said report to bear date fifteenth September.

7. The clerk of the Board of Supervisors is to make his report to the State Superintendent on or before the 10th day of October.

8. Provision is made for the organization of union high school districts.

The amendments to the law have not been published yet, but we will give the bill entire in the July Number.—Ed.

Home Department.

[The following essay was read at the close of the fall term of the Racine High School, December 24, 1857, by Miss Marion F. Clark, a member of the graduating class. Being very favorably impressed by it when it was read, we asked permission to publish it in the *Journal*, and have been furnished with a correct copy for that purpose.—Ed.]

MORE BEYOND.

The traveler stands upon the mountain hight as the white mists of early morning roll away, and treasures in his heart the beauty of a living picture that lies below. The spires of the neighboring village gleam in the sunlight—here rises a green wood, and far away extends a line of hills, tinged with the rosy hue of morning. From these he turns to a rill which starts into life from the rock beside him, and speeds to the valley below: there it winds away like a thread of silver, till it wears a channel deep and wide. Where it wanders the grass grows greener, and the willow bends her branches low to take a double blessing. But in vain the traveler looks for its destination—his horizon shuts out the deep broad ocean that lies beyond, and he is left to seek a more elevated stand point.

So with the mind; each new advance extends its field of vision. It may follow the windings of truth for awhile, as from the mountain stream it becomes the sweeping current, but beyond ever rolls the vast ocean, whose shores he can not trace, whose depth he can not fathom.

Were not, then, this promise of more beyond—did not hope return from the unseen shores of the future with a "leaf of olive," the heart would grow weary of the toils of to-day, and exertion find itself a captive of the spirit's unrest. But the promise has been given, and the soul *claims* her *heritage*

A consciousness of more beyond cheered the philosopher in his life of earnest effort; he felt that in the vast universe exists a force unseen, yet mighty, which holds the radiant suns and their attendant planets in majestic march. Heeding the voice of truth, 'twas his to enter the inner sanctuary of nature's temple, and discover the cords that bind the mighty fabric in concordant whole.

There was more beyond for the voyager as he left the Andulsian shore to cross an untried sea; he was to tread a soil hitherto unknown, and realize to the world a pictured Atlantis. There has been more beyond to those who thrilled by poesy the human heart, or woke therefrom an answering tone to some sweet strain of melody; more beyond to those who left on canvas, or in chiseled marble, the expression of a fine thought; for the beautiful, the true, can never lose power.

The world, looking to a more beyond, is gradually advancing to a state of freedom—freedom from the fetters of ignorance and superstition, which so long have held nations in servitude. In earlier ages physical power gained the victories, and truth seemed often "crushed to earth."

Even from enlightened Greece comes the voice of an imprisoned Miltiades, a poisoned Socrates, while to-day their country claims the one her patriot, the other her philosopher.

Later in time a cloud of mental and moral degradation settled over Europe, but its dissipation let in a clear sunlight of reform that woke the dormant energies of mind and heart, while it revealed to the world the principles of true liberty. Still later on another continent the tyrant's yoke is thrown off, and one nation stands out a fair exponent of advance toward the more beyond. And although truth's triumphs are not all achieved, though the ramparts of arbitrary power seem now impassable, the better day is dawning in which the *right* shall maintain supremacy over the wrong.

As individuals, every true enjoyment gives a consciousness of more beyond. The kindly word, the goodly deed, have not passed into oblivion, but have gone before as tributes to the future, into whose shadowy labyrinths all are looking.

To the youth life's opening vision
  Brings a thrill of wild delight;
For its scenes are all Elysian,
  And its shadows melt in light.

Fame's high temple gleams before him,
  And he longs to enter in—
Longs to see the domes bend o'er him,
  Under which the great have been.

Wisdom opes to him *her* treasures,
  Brilliant in truth's glorious light—
All of life's best, purest pleasures
  Open on his ravished sight.

To the unattained advancing,
  Leaving doubt and dark despond—
All along his path are glancing
  Rays of promise from *beyond.*

And when years have yielded sorrow,
  When to life its shades are given,
Still the heart looks for a *morrow,*
  And the *more beyond is heaven.*

M. F. C.

Editorial Miscellany.

THE present Number closes the Second Volume of this *Journal*, and we are gratified to be able to state that it is steadily increasing in circulation and influence, as our correspondence fully demonstrates. The number of contributors has also steadily increased, until our pages are nearly filled with original articles on various subjects, many of which equal the best productions found in any similar journal.

To those faithful assistant editors and teachers who have from time to time contributed articles for its pages, for ourself, and on behalf of our numerous readers, we return our hearty thanks, and beg them not to be weary in well doing, but continue to give the results of their experience for the benefit of our schools, on the prosperity of which depend, in a great measure, the intelligence, virtue, and welfare of our people.

Financially we have not so good a report to make, the hard times having affected our subscription list and advertising patronage to such an extent, as to render the profits a minus quantity. Still, the *Journal* is not a beggar, it will pay its way, and with better times, and more matured business arrangements, we trust that Volume Three will be a decided success, both educationally and financially.

If one half of the teachers of Wisconsin should subscribe for the *Journal*, it would at once be placed on a substantial basis, and enable its conductors to make such improvements as would commend it to the patronage of many who feel no special interest in the direct object it has in view. It ought to be enlarged and embellished with illustrations in every Number, but this cannot be done unless it reaches a greater circulation than it has yet attained.

The commencement of a new volume is a favorable time to secure subscriptions,

and if those friends who pledged themselves at the meeting of the Association in August last, to furnish a certain number of paying subscribers, will now exert themselves a little, we believe that our list may be doubled before the time to issue the Second Number of Volume Three.

We shall send the July Number to our present subscribers, taking it for granted that they will renew their subscriptions. If, however, any should conclude to do without the *Journal*, they will please immediately return it, directed *Journal of Education*, Madison. Those who retain the *Journal*, will please remit the price of the subscription at once, as we shall not send Number Two without the cash.

Our terms this year are the same same as those advertised on the fourth page of the cover of the January Number, as follows: Single copy, $1,00; four copies, $3,60, seven copies, $5,60; ten copies, $7,50.

The following notice has been sent us for publication. It will be seen that the meeting of the Association commences on Tuesday instead of Wednesday. The executive committee thought best to change the time so as to finish earlier in the week. Arrangements are being made to secure lectures, essays, and reports by competent persons, and it is expected that interesting and important business will come before the Association.

STATE TEACHERS' ASSOCIATION.

The Sixth Annual Meeting of the WISCONSIN STATE TEACHERS' ASSOCIATION, will be held at Portage City, on Tuesday, the 3d day of August next.

An order of exercises will be published in the next Number of the *Journal of Education*.

By order of the executive committee,

JAS. W. STRONG, *Secretary*.

[This communication was intended for the May Number, but was received too late for insertion.—ED.]

WAUTOMA UNION SCHOOL.

A. J. CRAIG, ESQ.,

Dear Sir:—This is an incorporated institution, you are well aware, under the auspices of our excellent public school system, that is one of the redeeming features of our young and rising State. Wautoma is the county seat of Waushara County, and is a thriving little inland village, on the Berlin route to Stevens Point. This school comprises the districts in the immediate vicinity of the village, including a portion of the town of Dakota. It numbers about 190 children that draw public money from the School Fund. Facilities are furnished for the instruction of young gentlemen and ladies in this region, who wish to qualify themselves for teaching, and the other avocations of life. Means are thus supplied for sustaining a flourishing school, and for the remuneration of competent instructors. A noble structure has been erected, containing three departments—besides a room for a library, a philosophical and chemical apparatus, and recitation room. There is one department for young ladies, another for young gentlemen, and a third for a primary department. 145 scholars have been in attendance during the winter term of five months, closing on the 23d inst.

For the past eighteen months the Wautoma Union School has been under the faithful supervision of J. M. FRY, Esq., who has also been the instructor in the young gentlemen's department. For the winter term, Miss JANE A. THOMPSON, a graduate of the New Haven Female Seminary, Conn., has had charge of the young ladies department. Mrs. C. M. AVERY, has presided over the primary department during the same term. On the last day of the term there was a public examination in the various departments that was very well sustained, exhibiting faithfulness in the teachers, and progress on the part of the pupils. In the evening of the same day the Court-House was densely crowded to witness and enjoy the exhibition in the reading of original compositions, and the speaking of orations and colloquies, original and select, as well as singing, to the great gratification of the intelligent audience.

I might have mentioned, also, that at the close of the public exhibition an affecting scene was witnessed, in the presentation, to each of the teachers in the higher departments, by their pupils, of elegant copies of the Holy Scriptures, and their parting interviews. The "great awakening" to the concerns of religion, all over our land, has reached this place, and teachers and pupils have participated in it here. The song of adieu, at the close, was sung amid such emotions on the part of teachers, pupils, and spectators, it was with difficulty, and with many tears performed.

Mr. Fry, with many other excellences, has the happy faculty of winning the confidence and affection of his pupils, which is the great secret of success in a teacher. The Wautoma Union School is somewhat in arrears in these "hard times, and all the departments may not be opened for the summer term, and the term may be shortened. There is a good degree of harmony among the patrons of the school, and if the past is a presage of the future, this school will continue to be one of the great ornaments of this county, on the borders of the Indian land. Yours,

A. C. LATHROP,

WAUTOMA, 1858. *Pastor of Cong'l Church.*

We learn from the Watertown *Democrat*, that the Board of Education of that city have adopted the following resolution:

"Resolved that the reading of the Bible, and all forms of prayer, be discontinued in the public schools of this city, and that a copy of this resolution be furnished to each of the teachers forthwith."

Soon after the passage of said resolution, the teachers laid before the Board a plain and temperate statement of their position, which, in their view of the matter, rendered the action of the Board unnecessary and uncalled for, and closed with a request that the Board recede from their action.

From this statement we learn that the exercises ordered to be discontinued, were held before the regular opening of the schools in the morning, and that no children whose parents had objections to such exercise, were compelled to participate in them, or even be present during their performance.

With this view of the case we think the action of the Board hasty and ill-advised, and trust that wiser counsels will prevail. The *Democrat*, in a well-written leader, takes decided ground against the action of the Board, and sustains the teachers in disregarding the order

We trust the day is far distant when public opinion will sustain a school board, in any city in this State, in forbidding a teacher to read the Bible or pray with his pupils.

The following, from the *Democrat* of May 27th, speaks for itself:

TEACHERS' MEETING.

To the Editor of the Watertown Democrat:

At a metting of the teachers of the public schools of this city, the following resolution was passed by an unanimous vote. By publishing the same you will confer a favor upon those who adopted it. W. C. SANFORD.

Resolved, That we tender C. B. SKINNER, Esq., late Superintendent of Schools for this city, our sincere thanks for the kind and courteous treatment which characterized his intercourse with us as teachers, and also for the warm support he always accorded to every measure tending to elevate and improve the schools under our charge.

From what we know of Mr. Skinner, we judge that the noble tribute paid him by the teachers of Watertown is well deserved.

The following communication was handed us by the State Superintendent, to whom it was originally addressed. We trust to hear from some of our correspondents in regard to the matter. While we have often regreted the want of attention to the matter of pronounciation on the part of many otherwise excellent teachers, we have always supposed that in the spelling-book referred to, the sounds of the words *were* marked according to Webster.

"In my connection with schools and teachers, I find a very general failing in pronunciation, and have taken considerable pains to correct the fault. The spelling-books we use (Sanders), have but few of the sounds of letters in words marked, comparatively speaking. We have nearly all of us contracted habits which Dr. Webster gives no authority for. Now what we want for our teachers and pupils, is to have them give the sound of every letter according to its mark, and then place spelling-books before them as well marked as Webster's Unabridged Dictionary, and we shall have a better show for improvement in the matter. If you think my objections to our present spelling-book are well founded, and that the interests of our common schools depend in a measure upon an improvement in spelling-books, will not you, or some one (higher in estimation and authority than a humble town superintendent) agitate the subject, recommend something better or try to have the present defect remedied."

T. SEARS.

The Iowa County Teachers' Association held its semi-annual meeting at Mineral Point, on May 4, 5, 6, 7, and from the report of the proceedings in the *Tribune*, we conclude that the session was both interesting and profitable. The report is too long for insertion, and we can only give the following resolutions, adopted by the Association:

"*Resolved*, That this Association recommend a better attention to the study of History and Natural Philosophy in the common chools of this county.

"Believing, as we do, that our common schools are the true basis of popular education, and the principal agents to preserve society from ignorance and vice; and, moreover, believing that teachers' associations and institutes are calculated to give a high and healthy tone to our public schools, by promoting the best system of teaching—*therefore*,

"*Resolved*, That we confidently recommend teachers' associations and institutes as the very best means to secure a correct and uniform system of instruction in common schools; and as such deserving the encouragement of all teachers and friends of education.

"*Resolved*, That we bear most willing attestation to the able manner with which Messrs. B. C. Rogers, W. L. Griffith, of Beloit, and Mr. Pickard, of Platteville, have discharged the duties of instructors, and we gratefully tender them our thanks for having so largely and freely contributed to make the time pass pleasantly and profitably to all present.

"*Resolved*, that we tender our thanks to the citizens of Mineral Point generally, for the lively interest they have manifested, in the proceedings of the Association while in session.

"JOHN COMMINS, *Secretary*. "DR. H. VAN DUREE, *President*.

The annual meeting of the Association is to be held in Mineral Point on the first Tuesday in October next.

We have the following cheering news from Ripon:

The schools of our city are in a flourishing condition. The school in the first ward is under the management of Miss MARTIN, without any assistant. The school in the second ward is under the supervision of Mr. STOWE, principal, and Miss S. W. Abbott, assistant.

Most of the schools in this part of the country have commenced the summer term, and, as a general thing, I think that the average qualification of teachers is better than heretofore.

A. M. MAY.

SCHOOLS IN HARRISON.

MESSRS. EDITORS:—As you invite communications from superintendents, in relation to the condition of schools under their charge, I take the liberty to communicate such information as I have been able to collect, since my election to the office of superintendent.

The Town of Harrison, Calumet Co., is rather a new town, but is already quite thickly settled with permanent settlers, most of them having large families. The number of children entitled to school money, returned last fall from five districts, was 177, which would average a fraction over 35 scholars to each district. There are three new districts organized recently, and they are making arrangements for summer schools. The returns of children this fall will add to the above number at least from 50 to 75. The number of schools kept last winter in our town was only three. This was owing to some bad management, that we hope may never occur again.

School number three, the smallest in town, was decidedly the banner school of not only this town, but of many others around. The teacher, MR. BALLOU, is a very ardent and enthusiastic lover of his business; children from other districts, destitute of schools, flocked to the "Brick School-house" in Clifton, and made common cause in the general strife to excel.

School number six (all German children), under the management of MRS. NEWMAN, an old and experienced teacher has made remarkable progress in the English language, the strife to obtain precedence in the several classes among these children, was very amusing. The spelling would do honor to many an advanced English school; their recitations in geography (studied only the past winter), for accuracy and promptness, excelled most of the like exercises in the more advanced schools. You will observe a very commendable degree of decorum and persevering industry manifested in the schools composed of German children. They seem to realize the importance of educating themselves in our language.

School number one, I am sorry to say, did not present so flattering a prospect. The teacher was quite a young man, and might have done well with a little encouragement and advice from the right source; hence the importance of having competent and efficient superintendents. Too little attention is paid to this, the most important department of public affairs. When will this great evil be remedied? But some say that many of the towns are destitute of men of sufficient qualifications. To such towns I would say, look around and see if you have not a "Bill Bunker" among you, who, I venture to say, would make a better superintendent than many of those who profess to have drank deep at the "Piorian Spring."

HARRISON, 1858. S. S. CHILD.

SCHOOLS IN OREGON, DANE COUNTY.

MR. EDITOR:—As you express the belief that it will interest the readers of the *Journal* to learn the *condition* of the schools in the various parts of the State, I will contribute my *mite*.

For the last five years I have acted for the town in my present capacity. When I first entered upon the duties of my office, I found a miserable state of affairs; poor school-houses, poor teachers, and poorer books. No system, no interest. Annual meetings were only attended to keep down the *taxes*. Any body was competent to *keep* school. Now, for the most part we have better houses, better interest, a uniformity of books, and are trying to get a uniformity

of teachers, by meeting weekly and discussing questions calculated to improve the mind, and to enable teachers to act in concert. More anon, if acceptable.

W. COLEMAN, *Supt.*

DODGE COUNTY TEACHERS' ASSOCIATION.

This body held their semi-annual Institute at Horicon, commencing on Monday, April 19th. A. Pickett, vice-President, presided. The attendance was small, owing to the severity of the weather, but despite these unfavorable circumstances, much interest was elicited, and the determination formed not to "give up the ship," but to perpetuate the Association, and hold another Institute at Horicon in September next. The following officers were elected for the ensuing year: President, A. Pickett, of Horicon; vice-Presidents, N. G. Harvey, of Beaver Dam, and —— Chapman, of Mayville; Secretary, James O. Pierce, of Horicon; Treasurer, H. M. Parmalee, of Oak Grove.

A. PICKETT, *President.*

J. O. PIERCE, *Secretary.*

[S. H. Carpenter, Assistant State Superintendent, was present, and lectured twice during the Institute.—ED.]

BEAVERDAM, *May 11th*, 1858.

Your pardon for trespassing upon your patience so often, but the deep interest I feel in our common schools is my only excuse.

The position I have taken in regard to communications in school-rooms is, in my experience and opinion, correct, and they *can* be stopped by any *live teacher*. I have just commenced a summer term of school, and have, as yet, had but an average of about 55 scholars, and for a few terms past it has been a *great school* (?) it has the name of being a "hard school," but I am going to undertake to stop communications among them, and perhaps, if you wish, and I should succeed, will write you how I get along, also *how* I do it, and some suggestions in teaching from real experience, also on government of schools, etc. Yours, etc., A. H. EDWARDS.

[Send us, by all means, your method of hindering communications, and your experience in regard to any other matter connected with schools or education generally.—ED.]

Our Advertisers.

WE have always been so cramped for room that we have postponed from time to time calling particular attention to our advertising department. We trust that our readers, especially District Boards, whose duty it is to decide what text-books shall be used in our schools, have not been as negligent in the matter of reading as we have in the matter of noticing the advertisements of books appearing from month to month in our pages. In the closing Number of the volume, it seems particularly appropriate that we should publicly recognize those who have borne us company through the year now past.

The firm advertising most largely in our columns (W. B. SMITH & Co., of Cincinnati) are well known in the West as the publishers of the Eclectic series of school books, embracing M'Guffey's Speller and Readers, Ray's Arithmetics and Algebras, and Pinneo's Grammars. Prompt and energetic business men, their books seem to partake of similar characteristics, being systematic, clear, and well arranged, adapted to those for whom they are designed, and graded in such a natural manner as to lead the learner gradually, step by step, up the hill of science. In a preceding Number of this *Journal* we gave our opinion in regard to the Readers (the revised series), and from actual experience in the school-room, we can conscientiously recommend Dr. Ray's Arithmetics and Algebras as complete works of their kind, and valuable assistants to the teacher.

The Grammars we have never used, and consequently can not speak so definitely in regard

to them, but they seem to be carefully elaborated and well arranged, and are, no doubt, a great improvement upon the older style of grammar.

The estimation in which M'Guffey's Readers are held by the teachers of Iowa County, is shown by the following resolution adopted at the late meeting of their association at Mineral Point:

"In as much as we have observed, in the schools in this county, the general want of a more perfect graded system of Readers—*Therefore*, on examination, this Association do recommend the adoption of M'Guffey's 'New Series of Readers.'"

The National Series, published by A. S. Barnes & Co., is extensively used in the schools of the State, and needs no commendation from us. Most of the books advertised by A. S. B. & Co., were recommended to be used in our schools by Hon. A. C. Barry, late State Superintendent. Prof. Davies' Mathematical Work, taken as a whole, are not excelled by any mathematical works published. Clark's Grammar is a valuable work, and is making friends wherever it is used. Parker's Philosophy is acknowledged, on all hands to be the best school book of the kind in the West, and Porter's Chemistry is, in many respects, equal to the Philosophy. Parker & Watson's Readers are not so well known as some older series, but they are worthy of a careful examination by every district officer and teacher who wishes to be up with the times in the matter of reading. Monteith & M'Nally's Geographies are valuable treatises, and are adopted in many of the best schools of the State.

The books published by Sheldon, Blakeman, & Co., are not so well known in this State as some of the others mentioned, but they are none the less good and useful books.

Prof. Loomis' Anatomy, Physiology, and Hygiene, is not excelled by any work of its size devoted to those important and interesting branches of study. The Exhibition Speaker and Gymnastic Book, should be found in every school-room, and Prof. Stoddard's Arithmetics are models of precision and philosophical analysis. The mental arithmetic is perhaps the best work of the kind in use. We speak from experience gained in the school-room. Webb's Readers we have never used, but a hasty examination of a part of the series satisfied us that they are well adapted to aid in securing that rare thing in this country—good readers.

The Botanies and Globes advertised by Messrs. Moore & Nims (formerly Merriam, Moore, & Co.) have had no rivals hitherto in our State, and need fear none, as their reputation is now so firmly established, that it would be very difficult for any new candidate for public favor to succeed in displacing them.

We earnestly recommend parents and teachers to introduce the study of botany into the summer schools, and no district should let another annual meeting pass by without providing the means to purchase a pair of ten or twelve inch globes. Geography or Astronomy can not be properly taught without globes to illustrate the lessons, and as a means of awakening in the mind of the scholars an interest in those studies, they are invaluable.

Ross' School Furniture is just the thing for the new school-houses in process of erection all over the State, and it would more than pay the cost to remove the old seats and desks from many of our school-rooms, and supply their places with the neat and substantial ones, exact representations of which may be found on the fouth page of the cover of the *Journal*.

Bliss, Eberhard, & Fesyner, booksellers of this city, have a well-selected stock of school and miscellaneous books, and keep all the best papers and popular magazines, which may be obtained of them in advance of the mail. They are enterprising, go-ahead men, keep gentlemanly and accommodating clerks, and are worthy of the patronage of all who do business in Madison.

Goodrich's Geography and History, published by Geo. W. Elliott, we have not seen, but if

executed in the manner proposed, it will be a valuable work for the family and the school-room. When we shall be favored with a copy, we shall notice it more fully,

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Our readers will have noticed the advertisements of the WHEELER & WILSON and GROVER & BAKER Sewing Machines. We have omitted saying any thing about them until, by personal examination we could speak understandingly of their merits, as no book, or other article, not possessed of real merit, will be favorably noticed in this *Journal*.

We have had one of Wheeler & Wilson's machines in operation in our family for two months past, and have examined Grover & Bakers, and operated with one of them to some extent, besides making inquiries of those who have used them, so that we have some knowledge on which to found an opinion. The Sewing Machine is not a humbug, like many of the patent rights which flood the country, but a genuine labor saving invention, which is destined to make its way, at no very distant day, into a majority of the families of the land, lightening the labor of woman, and by giving her more time to devote to intellectual pursuits, and out-door exercise, promoting her personal and social elevation, and securing a better physical development. We hail the Sewing Machine, then, as a public benefactor, and believe we are conferring a great benefit upon our readers by calling their attention to the matter.

The machines above mentioned are both good machines, and have each peculiar excellences For the heaviest kind of work, requiring very coarse thread, and a good deal of power, we like Grover & Baker's best, but for all kinds of family sewing, we prefer Wheeler & Wilson's; first, for its simplicity of construction, and the ease with which it is operated; secondly, for the beauty of the stitch; and thirdly, for the saving in thread. The stitch shows the same on both sides of the cloth, consequently it can be sewed from either side, which is often of great advantage in the matter of hemming and stitching. We received the machine direct from the manufacturers, and had no one to assist us in putting it in operation, yet we met with no difficulty in working it, and have not broken a needle, nor deranged a single part of the machinery, though we have made coats, pants, aprons, dresses, and various other garments, often times running at a high rate of speed. Send to the agent, O. B. King, 7 Newhall House, Milwaukee for a circular.

Teachers and school district officers, will do well to pay particular attention to the Holbrook School Apparatus Company, GEO. SHERWOOD, agent, Chicago, who keeps on hand a full assortment of every thing necessary to make a complete outfit for schools, in the way of furniture, and apparatus of every kind. The "Educator's Assistant," an illustrated description of the books, charts, implements, and instruments for sale by the Company, will be forwarded, postpaid to any address, on the receipt of ten cents, by Geo. Sherwood, Chicago, or F. C. Brownell Hartford, Conn. It contains a cut and description of the Gyroscope, or Mechanical Paradox, which is of itself worth the cost of the pamphlet, besides cuts and descriptions of nearly a hundred mathematical and philosophical instruments of incalculable benefit to every family and school.

We must not omit to notice the advertisement of "Pelton's Outline Maps and Keys, "Mitchell's Outline Maps and Keys," "Lippincott's Pronouncing Gazetteer of the World," JOHN H. ROLFE, of Chicago, agent, who offers liberal terms for their introduction into schools. Every school should be provided with a good set of outline maps, and Lippincott's Gazetteer is a standard work, and an absolutely necessity to the teacher and scholars who wish to know how to pronounce the geographical proper names so often met with in readers and other books as well as in the works on geography. The resident editor of this *Journal* will act as agent in procuring either the Gazetteer or the Maps. For a circular, giving full particulars, address *Journal of Education*, Madison, or John H. Rolfe, Chicago.

Literary Notices.

The New American Cyclopædia, Vol. 1.

We gave a brief notice of this work in our last issue. A further and more careful examination confirms the impression formed on its first appearance, that it is a work of great merit, comprising a vast amount of information in a small space, and worthy of a place in every man's library.

We notice a few infelicities of expression and defects of style, and think that better paper should have been used, but the work, as a whole, is well executed, and is likely to be widely circulated among reading people.

It is to be finished in fifteen volumes, royal octavo, double columns, and will be furnished by agents, or sent, postpaid, on application to the publishers, Messrs D. APPLETON & Co., 346 and 348 Broadway, N. Y., at the following prices per volume: Cloth, $3,00; sheep, library style, $3,50; half morocco, $4,00; half Russia, $4,50. Volumes one and two are now ready.

The Teacher and the Parent. A Treatise upon Common School Education, containing Suggestions to Teachers and Parents. By CHAS. NORTHEND, A. M. Eighth Edition, enlarged. New York: A. S. Barnes & Co., 1857.

We have received from the author a copy of the above work, and are pleased to note the beautiful style of binding, the clear, white paper, and large type used in its "getting up." It has been several years before the public, and is a valuable assistant to the teacher in his work, giving many useful suggestions on the qualifications, personal habits and character of the teacher; methods of organizing schools, conducting recitations, and securing the co-operation of parents and patrons, with general remarks on schools and school supervision, etc., accompanied by cuts of school-houses, school-furniture, and apparatus. Every teacher should own it and read it. For sale by booksellers generally.

Life Thoughts, gathered from the extemporaneous discourses of Henry Ward Beecher. By one of his Congregation. Boston: Phillips, Sampson, & Co., 1858.

A choice collection of extracts from the sermons and discourses of this gifted and eloquent preacher, portraying vividly the peculiarites of his mental organism, and giving, in simple language, some most profound and beautiful thoughts in regard to human life and destiny.

The Educational Year Book for 1858. Boston: JAS. ROBINSON & Co., 119 Washington Street.

It first gives a history and description of all our national institutions, their course of study, members of the faculty, etc.

It then takes up the individual States, treating 1st, of general statistics; 2d, professional schools; 3d, colleges; 4th, academies and seminaries; 5th, high schools; 6th, grammar schools; 7th, societies and associations. It embraces an almanac for 1858, and several statistical tables relating to education. Thus presenting a large amount of valuable information, especially in reference to the Eastern States. It is a pamphlet of 250 pages, bound in paper, and is for sale at this office for 55 cents, or it will be sent, postpaid, to any address on the receipt of 60 cents.

The Atlantic Monthly for June is received, and filled, as usual, with interesting and useful matter. We will furnish the *Atlantic* and the *Journal* one year for $3,00. Now is the time to subscribe.

Emerson's Magazine and Putnam's Monthly, is also up to time, and improves with every Number. The engraving of the "Last Supper" is still given to all $3 subscribers.

MADISON, WISCONSIN:
ATWOOD & RUBLEE, STATE PRESS BOOK AND JOB PRINTERS.

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